

# *The* NORTH CENTRAL ASSOCIATION QUARTERLY

Association Notes and Editorial Comments  
Problems of Secondary Education  
The Community and Educational Programs  
Observations on Curriculum Improvement  
Perspectives Which Challenge and Threaten  
Developments in Accrediting  
The New Athletic Regulations  
Orientation of New Teachers  
Panel Discussions

Fifty-eighth Annual Meeting of the Association  
Palmer House, Chicago, March 23-27, 1953  
Theme: "Integrity—The Essence of Life"



# THE NORTH CENTRAL ASSOCIATION QUARTERLY

*The Official Organ of the North Central Association of Colleges  
and Secondary Schools*

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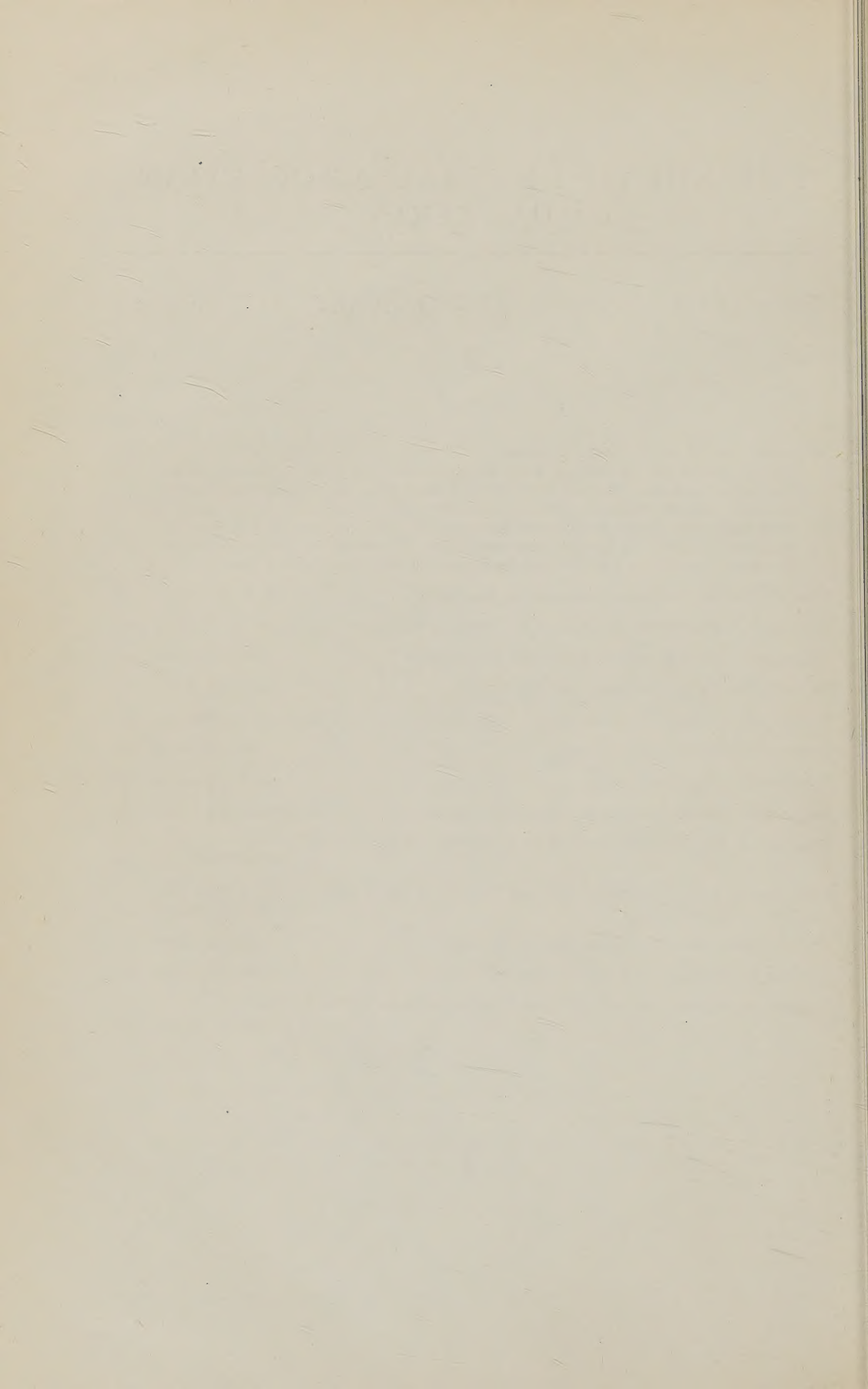
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QUARTERLY

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# THE NORTH CENTRAL ASSOCIATION QUARTERLY

Volume XXVII

JANUARY 1953

Number 3

## ASSOCIATION NOTES AND EDITORIAL COMMENTS

### ATHLETIC POLICIES AND THE NEED FOR WIDER INTERPRETATION OF THE WORK OF THE ASSOCIATION

IN THE October issue of *THE QUARTERLY* there was extensive mention of President Bail's desire "to take the wraps off" the Association and its work—not that any mystery invests the character of the organization or that it has been the policy of the officers to operate behind closed doors; instead, there has been an ever-mounting desire to solicit the aid of every one that the Association touches. Nearly sixty years ago the Association began to operate. So much of its work has been administrative in the larger sense, that relatively few of the scores of individuals on its official roster could participate in the run-of-mine functions that have to be discharged month in and month out. Added to this is the fact that every member of a commission or of a committee earns his daily bread by doing other things. So the so-called public relations of the Association have naturally lagged.

Repeatedly these columns have pointed out that only school and college people are on the roster of the Association. It is natural, then, that evolving philosophies of education on the one hand, and of educational administration on the other, should continually be expressed through the Association, because these persons ac-

tually *are* the Association. As a matter of course, they do not divest themselves of one educational personality and invest themselves with another for the duration of their official membership in the North Central family; so, as the schools and colleges move toward more democratic procedures and attempt to interest and enlighten the public as part of the process, the Association inescapably moves with them.

One man's ideas about the aggressive dissemination of knowledge of the character and functions of the Association among the general public and school and college faculties were referred to in the opening paragraph. To bring the matter to a sharp focus he outlined a proposal for state meetings in each of the nineteen states in the North Central territory and presented it for consideration at the annual conference of state committee chairmen at Albuquerque last October. The minutes of that meeting show that there was extensive discussion of his plan. Although it was not adopted in detail, it was approved in principle; and as a consequence further steps are being taken to tell to an ever-widening audience of those who should know it, the story of secondary and higher education and of the North Central Association as one important instrumentality for the advancement of education on these respective levels.

Now that the Association is moving

both critically and sharply into the wilderness of athletic practices, a very sizeable segment of the general population will think of the Association as a police power only. The real purpose behind its strong determination to bring interscholastic athletics into proper educational focus will not be comprehended. This probability—or present actuality?—underscores the imminent need for the adoption and administration of the idea that is inherent in President Bail's proposals for an array of cooperative state conferences for the over-all exposition of the purposes and practices of the Association.

Since, as stated above, further consideration is being given to the matter of promoting such a wider understanding, Mr. Bail's suggestions are printed below. As the editor sees it, the Association is obligated to correct the all-too-prevalent "Blind Men and the Elephant" interpretation of its work.

HARLAN C. KOCH

PROPOSALS FOR PLANNING AND ORGANIZING CONFERENCES IN EACH OF THE NINETEEN NORTH CENTRAL STATES TO INTERPRET SECONDARY AND HIGHER EDUCATION TO THE CITIZENS OF THE STATE<sup>1</sup>

Milo Bail, *President,*  
*North Central Association of Colleges and Secondary Schools*

*Conference Theme:* That You May Know Your Secondary Schools and Colleges and Your North Central Association.

*I. Purpose of the Conference*

EDUCATORS must take a positive approach to the problem of educational interpretation if the critics of education

are to be answered properly. Rightly or wrongly, criticisms—both constructive and destructive—are being constantly directed at the curriculum, the teaching, the personnel, the product, in fact at practically every aspect of the school program.

Accrediting agencies are also receiving their share of criticism for the multiplicity of activities in which they engage and the manner of conducting their business, not only from laymen but from schoolmen themselves.

A definite program of interpretation of educational policies and practices, particularly with reference to the objectives and activities of the North Central Association, is long overdue as one of our major projects. As leaders in the forefront of educational endeavors, we must not be so engrossed in our accreditation procedures, report forms, profiles, *et cetera*, that we fail to take our colleagues along with us with regard to our purposes. More particularly, we must not fail to do the more important job of interpreting our purposes, procedures, and learning activities to the constituents who are paying the bill.

The purpose of these proposed state conferences is primarily to interpret the present school program—both secondary and collegiate—to representative citizens of the state, that they may further interpret it to the members of their organizations, and secondly, to acquaint these same representative citizens with the purposes and activities of the North Central Association.

*II. Planning the State Conference*

A. The State Committee of the Commission on Secondary Schools is to initiate the planning meeting in each state. The chairman, or member of the state committee he may designate, is to be chairman of planning committee.

1. Preliminary plans for the conference might well be made by the state com-

<sup>1</sup> Submitted for discussion at the annual meeting of the nineteen state chairmen of the Commission on Secondary Schools, Albuquerque, New Mexico, October 1-2, 1952.



mittee augmented by a few representatives of the other two commissions in that state. Likely not more than ten to fifteen members should constitute this preliminary planning committee. One of the first items to be considered by this committee would be the composition of the larger representative planning committee.

B. Composition of representative planning committee.

1. Membership of representative planning committee should be carefully selected in order to insure cooperation of lay groups and thus secure large attendance at the conference.

a. *Suggestions*

Select membership of representative planning committee so that all civic, service, and educational agencies and organizations (see following list) are represented.

OR Select membership so that each town or city having a North Central School or college is represented.

OR Select on geographic basis to insure coverage of whole state.

OR Have certain number of high school principals and college presidents cooperate with state committee in nominating members to the planning committee.

2. These are suggested organizations which should be represented at the *State* level (highest and most influential state officer, chairman, president or executive secretary) if committee is to have prestige. Other organizations may be added or some omitted as conditions in the various states may require.

- a. The chairman, president, executive secretary, outstanding representative *or* the state chairman of the Education Committee of these organizations:

State Legislature  
State Board of Education  
State Chamber of Commerce  
State Junior Chamber of Commerce  
State Department of Public Instruction  
Manufacturers Association  
Labor Organizations  
State Press Association  
American Legion  
Farm Bureau Organization  
Grange

Service Clubs (Rotary, Kiwanis, Lions, etc.)

Federated Women's Club

Business and Professional Womens Club

A. A. U. W.

P. T. A. Council

Urban League

School Boards Association

State College and University President and Deans Association

College and University Trustees or Regents

College and University Professors

City and Town Superintendents Association

County and Rural Superintendents Association

High School Principals

State Teachers Association

3. There may already be such a representative council in the state, such as a Citizens Educational Council, or the like.

### III. *Program of the Conference*

- A. The smaller preliminary planning committee will likely plan the tentative program and have it ready to submit to the larger committee for final approval or suggested speakers, discussion leaders, etc.

1. *Suggestions*

- a. *Presiding officers*: Select from North Central representatives; i.e. state chairman, state department representative, university president, high school principal, etc.

- b. *Professional members on program*  
Leading school, college, and university representatives, either as speakers or panel members.

1. Should be the president of the state university, an outstanding superintendent, high school principal, public and parochial school administrators.

- c. *Lay members on program*

In each state, the chairman will know the outstanding people who are devoted to the cause of education. Select leaders from organizations suggested above or according to geographic distribution, but it is most important that persons be outstanding speakers who can attract a large audience.

- B. Remember the twofold purpose of the conference when arranging the program.

1. Interpret education, both secondary and collegiate.

2. Interpret the North Central Association program and activities.

Citizens might well ask these questions about the secondary school and college programs and activities:

1. What are you trying to do?
2. How are you doing it?
3. How well are you doing it?

Might not our programs be designed to answer these questions about *both* the schools and colleges and the North Central Association?

#### C. Arrangements

1. Preliminary Committee with local representative should be responsible for local arrangements.
2. Suggested plans, dependent upon local conditions:
  - a. Morning—Luncheon—Afternoon
  - b. Luncheon—Afternoon—Evening
  - c. Luncheon—Afternoon—Dinner
  - d. Afternoon—Dinner—Evening
  - e. Morning—Afternoon—*No* luncheon
  - f. Afternoon—Evening—*No* dinner
  - g. Morning—Afternoon—Evening
3. *The Program*—there are many types which can be used with profit. Use the one thought to be most effective.
  - a. Presiding Officer and two or three speakers, followed by discussion from floor.
  - b. Presiding Officer and major speaker, followed by four or five member panel discussion of issues.
  - c. Panel presentations by several school representatives.
  - d. Wide variety of combinations may be used. Again, one must remember the purpose of the conference in selecting speakers, panel members, recorders, etc.

#### D. Emphasis of Each Program

1. The interpretation of the secondary school and college program (WHAT, HOW, HOW WELL).
2. The North Central story
  - (a) *For the Commission on Secondary Schools*
    1. Library
    2. Research
    3. Activities
    4. Evaluation
    5. Dependent Schools, etc.
  - (b) *For the Commission on Colleges and Universities*
    1. Board of Review
    2. Junior College Study
    3. Faculty Study

4. Library Study

5. Athletic Policy

#### (c) *For the Commission on Research and Service*

2. The Teacher Education Study
3. The Curricular Materials (experimental units)
4. Current Educational Problems

#### IV. The Audience

- A. To insure large attendance, one person will likely be assigned the responsibility for continuous promotion and publicity (possibly a school system or college public relations director). All agencies of communication in state are to be used in publicity.

- a. State Press Association

- b. News releases to press, radio, TV

- c. Bulletins of various organizations, agencies, associations

- d. News releases to all secondary school principals and college public relations departments.

- B. Since the members of Representative Planning Committee were selected to represent associations, agencies, organizations, and institutions interested in the schools and colleges, they should publicize the conference. Each member of this committee should be responsible for news releases and announcements in his particular organization.

- C. Utilize as far as possible all members of the three North Central Commissions in the state.

- D. Invite all citizens who are interested in their schools and colleges.

- E. Invite representatives of any schools and colleges in the state who are not members of the North Central Association.

#### PROGRAM OF

#### THE ANNUAL MEETING OF THE NORTH CENTRAL ASSOCIATION A PROGRESS REPORT

ALL through this fall the officers and committees of the Association and its Commissions have been planning and working to prepare the program for the fifty-eighth annual meeting of the North Central Association of Colleges and Secondary Schools which will be held at the Palmer House, Chicago, Illinois, during the week of March 23-27, 1953. Although the programs



for the Association and for the Commissions are still incomplete, they are rapidly taking their final form and indicate that this annual meeting will be unusually stimulating.

Since the development of moral and spiritual values in youth is a major function of education, the Executive Committee has selected for the annual meeting the theme, "Integrity—The Essence of Life." This theme is especially appropriate in view of the increase in crime and delinquency among youth in recent years and the apparent decline in ethical standards of certain segments of our population, both in public and private life.

The general sessions of the Association on Thursday and Friday, March 26-27, will be devoted to the consideration of this theme. Among the distinguished educators and other persons who will address these sessions are Dr. Albert C. Jacobs, Chancellor of the University of Denver, and Mrs. Marguerite H. Bro, distinguished author, lecturer, and leader in church activities. Unfortunately the program is not complete at the date of this writing and consequently any further announcement of speakers will have to be postponed until the final program is mailed to members of the Association in late January.

Two especially interesting and significant programs have been completed. On Thursday morning, March 26, the three Commissions of the Association are cooperating in providing a program upon the theme, "Education—From High School Through College." Unusually able and outstanding educators have been secured to speak on this program. Herold C. Hunt, General Superintendent of Schools, Chicago, will speak on the topic, "The Purposes of the High School Curriculum in a Democracy." Harlan Hatcher, President of the University of Michigan,

will discuss the problem, "How Can High School and University Curricula Be Better Coordinated?" Coleman R. Griffith, Provost, University of Illinois, will speak on the subject, "Should the State University Provide Curricula for All Who Seek Admission?" Speakers of the calibre of these men talking on these issues promise a most stimulating and thought provoking meeting.

The second important program which has been completed at this early date is that for the Conference of High School Principals on Thursday evening, March 26. The theme for this conference, "The Contributions of Athletics to the Education of Youth," has been selected because the abuses which have crept into intercollegiate and interscholastic athletics in recent years makes it extremely desirable to consider the positive values athletics can offer youth and the ways to overcome the abuses. This theme will be discussed by three able administrators, each speaking from the viewpoint of the institution he represents. The High School will be represented by Eugene Youngert, Principal, Oak Park-River Forest High School, Oak Park, Illinois. H. V. Porter, Executive Secretary, The National Federation of High School Athletic Associations, will speak from the viewpoint of that Federation, and Frederick L. Hovde, President of Purdue University, will represent the University in discussing the issues in this theme. The familiarity of these speakers with the problems of athletics and the importance of the theme indicate that this will be an interesting and significant meeting.

In accordance with past practice, the business and professional meetings of the Commissions will occupy the earlier days of the week. Monday and Tuesday, March 23-24, will be devoted primarily to the activities of the Commission on Secondary Schools. On



Monday the Administrative Committee will meet in the morning and the state chairmen and the chairmen, assistant chairmen, and secretaries of the Reviewing Committees will hold meetings in the afternoon. Contrary to recent practice, the Reviewing Committees will not meet Monday evening. Instead, Reviewing Committee members will report on Tuesday morning, March 24, to the rooms to which they are assigned and spend the day reviewing the reports of member schools. The Business Meetings of the Commission on Secondary Schools will be held on Wednesday, March 25.

The Commission on Colleges and Universities will hold executive sessions on Tuesday afternoon, March 24, and Wednesday morning, March 25. On Wednesday afternoon the Commission will hold its Business Meeting, open to all interested persons, and also have a professional meeting. The program for this meeting is not yet sufficiently completed to report the speakers.

All the meetings of the Commission on Research and Service will be held on Wednesday, March 25. In the morning there will be an open meeting at which the Committee on Teacher Education, the Committee on Experimental Units, and the Committee on Current Educational Problems will present their respective reports. In the afternoon there will be eight panel discussions, devoted to issues of interest to college and secondary school personnel. Although these panels are not at this writing completely formed, the problems to be discussed and the panel members are presented below either in complete form or as tentatively planned.

i. "A Symposium on Teacher Education in Multi-Purpose Institutions"

(Chairman) F. E. Henzlik, Dean, Teachers College, University of Nebraska, Lincoln

E. H. Criswell, Dean, University of Tulsa, Oklahoma

W. E. Lessenger, Dean, Wayne University, Detroit, Michigan

K. H. McFall, Dean, Bowling Green State University, Ohio

E. T. Peterson, Dean, State University of Iowa, Iowa City

2. "What Can Schools and Colleges Do to Assist Their Students in Orientating Themselves to Military Service?"

(Chairman) Charles A. Semler, Principal, Benton Harbor High School, Michigan

Dale D. Welch, President, Hastings College, Hastings, Nebraska

Russell Rupp, Principal, Shaker Heights High School, Cleveland, Ohio

Harland White, Director of Admissions, Purdue University, Lafayette, Indiana

Nicholas Schrieber, Principal, Ann Arbor High School, Michigan

J. E. Stonecipher, Director of Secondary Education, Des Moines Public Schools, Iowa

3. "How Can Colleges Cooperate to Promote Substantial Institutional Research?"

(Chairman) Russell M. Cooper, Associate Dean, College of Science, Literature, and the Arts, University of Minnesota, Minneapolis

E. F. Pothoff, Director, Bureau of Institutional Research, University of Illinois

George E. Hill, Professor of Education, Ohio University, Athens, Ohio

M. J. Nelson, Dean, Iowa State Teachers College, Cedar Falls

(An additional arts man to be selected)

4. "How Can Instruction in Colleges and Universities Be Improved?"

(Chairman) Warren C. Lovinger, Dean, Northern State Teachers College, Aberdeen, South Dakota

Clarence Lee Furrow, Knox College, Galesburg, Illinois

William J. McKeefery, Dean and Professor of Religion, Alma College, Michigan

O. A. Delong, Dean, North Dakota State Teachers College, Minot

5. "What Are the Major Curricular Changes Now Under Way in the North Central Association?"

(Chairman) Simeon Leland, Dean of the College of Liberal Arts, Northwestern University, Evanston, Illinois

(Panel to be selected)

6. "How Can We Better Articulate Programs of High Schools and Colleges?"

(Chairman) Andrew Holley, Dean, School of Education, Oklahoma A. and M. College, Stillwater, Oklahoma

(Panel to be selected)

7. "How Can a Junior College Best Serve the



Needs of a Student Going on to Senior College?"

(Chairman) Harl R. Douglass, Director, College of Education, University of Colorado, Boulder

Loren N. Brown, General Extension, University of Oklahoma, Norman

Floyd B. Moe, Dean, Virginia Junior College, Virginia, Minnesota

D. L. Pyle, Director, Secondary Curriculum and Research, Highland Park, Michigan

W. Fred Totten, President, Flint Junior College, Flint, Michigan

George W. Rosenlof, Dean of Admissions and Institutional Relations, University of Nebraska, Lincoln

8. "Discussion on Public Relations"

(Chairman and Panel to be selected)

Although not all of these panels are complete at this time, it is evident that they will provide a series of problems of interest to many persons in colleges and secondary schools.

On Wednesday evening the program of the Commission on Research and Service will consist of six discussion groups, arranged by the Subcommittee on In-Service Education of Teachers. The topics for these discussion groups and the persons who are to lead them are listed below.

1. "Providing Effective Instruction in Family Living in the Secondary School"

(Chairman) R. S. Cartwright, Principal, Elgin High School, Elgin, Illinois

2. "Developing Programs of Reading and Other Basic Skills in the Secondary School"

(Chairman), Paul R. Pierce, Assistant Superintendent in Charge of Instruction and Guidance, Chicago, Illinois

3. "Economic Education"

(Chairman) J. E. Stonecipher, Director of Secondary Education, Des Moines, Iowa

4. "Orientation and Induction of New Teachers"

(Chairman) N. D. Cory, Superintendent of Schools, Rochester, Minnesota

5. "Developing Desirable Attitudes in Moral and Spiritual Values"

(Chairman) M. B. Sailsbury, Evanston Township High School, Evanston, Illinois

6. "Statewide Curriculum Programs"

(Chairman) Charles W. Sanford, Associate Dean, College of Education, University of Illinois, Urbana

From the nature of the problems

and the quality of the leadership provided, one may be certain that the discussion groups this year will have materials of value to those attending them.

As the title of this report states, it is merely a report of progress in the planning of the Annual Meeting. Incomplete as these plans are four months before the Annual Meeting, they indicate that the final programs will be interesting, stimulating, and significant.

CHARLES W. BOARDMAN  
*Secretary, North Central  
Association of Colleges  
and Secondary Schools*

#### INCREASE IN DUES FOR SECONDARY SCHOOLS

At the meeting in June the Administrative Committee of the Commission on Secondary Schools recommended to the Executive Committee an increase of dues from \$10.00 to \$15.00 and this recommendation was endorsed by the Conference of State Chairmen meeting in Albuquerque October 1 and 2. In keeping with the tradition of the Commission of keeping the member schools informed and basing major policy changes on the wishes of the membership, it was agreed at the Conference that the Secretary of the Commission should prepare for distribution to State Chairmen and publication in the NCA QUARTERLY a statement setting forth the reasons for this recommendation. (Under the Constitution it is the prerogative of the Executive Committee to set the fee for membership, with the approval of the Association.)

For several years costs of services of the Association have been increasing and it has been necessary to dip into reserve funds. In fact the reserve will be almost exhausted at the close of the current fiscal year. The reasons for this

are not far to seek. Costs of printing have increased markedly; travel expenses are up; hotel charges are successively increased; charges for meeting rooms and other expenses of the Annual Meeting necessitated the imposition of a registration fee for attendance at the Annual Meeting, a practice about which no one—and least of all, the Executive Committee—is particularly happy. As a result of the increased expense of the Association's program the Association is faced with the alternatives:

- a. Of increasing dues,
- b. Of reducing services.

The latter alternative would appear to be particularly unfortunate at a time when schools generally are faced with a variety of pressures and problems and the services the Association may render to its member schools become of increasing importance. It is only after thorough consideration of these facts that the Administrative Committee arrived at the recommendation it made to the Executive Committee.

Reaction of high school principals in attendance at the Administrative Committee meeting and at the Conference of State Chairmen indicates that the proposed membership fee would not be deemed exorbitant in comparison with cost of other professional memberships and comparable figures for the other regional associations.

The additional funds which such an increase in membership fees would make available should make possible:

- a. Restoration of the reserve fund to the minimum which the treasurer considers essential.
- b. Maintenance of the present level of services without incurring an accelerating deficit.
- c. Elimination of the registration

fee at the Annual Meeting.

- d. Limited expansion of the services of the Association and of the Commissions. While final determination of the budget is a function of the Executive Committee it would be expected that a reasonable portion of the increased income would be available for the program of the Commission on Secondary Schools. In particular it would be hoped that additional funds might be provided for the important work of the several State Committees, for the Conference of State Chairmen, and for the work of the Committees of the Commission.

I am sure that the Administrative Committee, the various State Chairmen, and the Secretary of the Association will welcome comments and reactions from representatives of member schools.

EDGAR G. JOHNSTON, *Secretary  
Commission on Secondary  
Schools*

#### EDGAR G. JOHNSTON RELINQUISHES SECRETARY'S OFFICE

EDGAR G. JOHNSTON has resigned the office of secretary of the Commission on Secondary Schools effective June 30, 1953. He will be succeeded by A. J. Gibson, chairman of the West Virginia State Committee and a member of the State Department of Education in that state.

Mr. Johnston, who long and constructively has been identified with the Commission, took up his arduous duties as secretary of that division of the Association in July, 1947. He was chosen for the office partly because he had earned—and still holds—an enviable position among the recognized leaders in secondary education in the country. To his North Central friends he has confided that he did not wish



to remain in office long enough to develop a proprietary interest in the Commission.

Mr. Gibson is a worthy successor in the line of men who have preceded him in the secretarial office. The selective process for this important position is a severe one. His election by the Commission attests both his long record of effective service as a member of the Commission and his competence as the executive figure who will carry on its work. His appointment comes after the Administrative Committee of the Commission had canvassed the nineteen state chairmen and found that it was their unanimous feeling "that Mr. Gibson would," in the words of that Committee, "be an excellent choice if he could be prevailed upon to serve."

#### EVALUATION OF THE EDUCATIONAL PROGRAM IN THE ARMED SERVICES

THE COMMITTEE appointed by the Executive Committee to work with the Department of Defense in evaluating the educational program of persons in the armed services is composed of the following people: L. B. Fisher, Chairman, University of Illinois, Urbana, Illinois; Norman Burns, Secretary, North Central Association, Chicago, Illinois; J. F. Murphy, Principal, Broad Ripple High School, Indianapolis, Indiana; Nathan M. Pusey, President, Lawrence College, Appleton, Wisconsin; Stephen Romine, University of Colorado, Boulder, Colorado.

This committee held its first meeting in Madison, Wisconsin, at the USAFI headquarters on December 3, 1952. Besides the North Central Association committee, the following persons met: Mr. George P. Tuttle, Director of Admissions and Records, University of Illinois, representing the Commission on Accreditation of Service Ex-

periences; Colonel George R. Burgess, Acting Director of the Office of Armed Forces Information and Education; Colonel Henry J. Y. Moss, Chief, Education Branch; Major Walker F. Agnew; Ralph W. Tyler, The University of Chicago; and the following representatives from the United States Armed Forces Institute: Glenn L. McConagha, Director; Howard V. Evans, Acting Chief, Curriculum Section; Cornelius P. Turner, Coordinator, Professional Activities; Alva R. Ditrack, Deputy Director; Harry Tyler, Educational Specialist; John F. Kunz, Coordinator, Business and Management Activities.

At this meeting it was decided that the North Central Association committee would examine the educational programs in the services sufficiently well so that we can have an understanding and can give an approval of the program. The major task, however, is to attempt to formalize activity in the senior year of high schools in the North Central Association area which would be a systematized preservice guidance program, the purpose of which will be the conditioning of boys to setting goals for themselves, reaching beyond military service into their future civilian lives and pointing out to them the educational programs offered by the military which will aid them toward that end.

On January 6, 1953, Secretary Norman Burns and Chairman L. B. Fisher will meet in Washington with representatives of the American Council on Education, the United States Office of Education, the Defense Department, and USAFI. On January 13, 1953, in Chicago, the North Central Association committee will hold its second meeting in an effort to select a director for the research part of the project.

LOWELL B. FISHER, *Chairman*  
*Committee on Evaluation*

THE STATE UNIVERSITY OF NEW YORK  
ACCREDITED AS AN ENTITY  
BY MIDDLE STATES  
ASSOCIATION

THE FIRST accreditation of the State University of New York as an entity has been granted by the Middle States Association of Colleges and Secondary Schools.

The 33-member university received accredited status from the regional accrediting agency after a study which spanned more than two years. State University was created in 1948 embodying the state colleges and institutes, and accredited status was sought beginning in 1950.

The extensive study was carried out by an evaluating committee appointed by the Association's Commission on Institutions of Higher Education. Chairman of the committee was Charles C. Tillinghast, former principal of the Horace Mann School, New York City; and other members included Eugene F. Bradford, registrar of Cornell University; Roy J. Deferrari, professor at Catholic University, Washington, D. C.; Harry A. Sprague, former president of Upper Montclair (N. J.) Teachers College; and E. Kenneth Smiley, vice-president of Lehigh University.

In a communication addressed to President William S. Carlson, the Commission stated that "the professional entity, the permanence, the purposes as stated by the responsible officers of the university, the financial stability, and the degree and quality of accomplishments clearly evident" should entitle the State University to accredited status.

CRITERIA FOR DETERMINING  
NATIONALLY RECOGNIZED  
ACCREDITING AGENCIES  
AND ASSOCIATIONS<sup>1</sup>

THE COMMISSIONER of education is

required under section 253 of the Veterans' Readjustment Assistance Act of 1952 (66 Stat. 663, 675), known as Public Law 550 of the Eighty-second Congress, to publish a list of nationally recognized accrediting agencies and associations which he determines to be reliable authority as to the quality of training offered by an educational institution. The following criteria for determining nationally recognized accrediting agencies and associations have been evolved after consultation with an advisory group of educators. These criteria are presently effective but may nevertheless be modified as necessary or appropriate. For this purpose and in accordance with accepted procedures, interested accrediting agencies and associations are invited to submit suggestions and criticisms to the Commissioner of Education not later than forty-five (45) days from the publication of this notice in the *Federal Register*.

*Criteria*

The agency or association—

1. Is regional or national in the scope of its operations. (Regional as here used means several States.)
2. Serves a definite need for accreditation in the field in which it operates.
3. Performs no functions that might prejudice its independent judgment of the quality of an educational program.
4. Makes available to the public current information covering: (a) criteria or standards for accreditation, (b) reports of its operations, (c) a list of accredited institutions, courses or educational programs.
5. Has an adequate organization and

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<sup>1</sup> EDITOR'S NOTE.—This statement originally appeared in the *Federal Register*, October 4, 1952, pp. 8929-30. It is reprinted here because, in one instance at least, serious conflicts have been encountered in the selection of institutions under the provisions of Act cited above.



effective procedures to maintain its operations on a professional basis. Among the factors to be considered in this connection are that the agency or association:

(a) Secures sufficient and pertinent data concerning the qualitative and quantitative aspects of the work of an institution, including data on such items as the educational objectives, educational programs, admission practices, training and experience of teachers, financial stability, laboratory and library resources.

(b) Uses qualified examiners to visit institutions and inspect courses, programs and facilities, and who prepare written reports and recommendations for the use of the reviewing body—and causes such examination to be conducted under conditions that assure an impartial and objective judgment.

(c) Reevaluates at reasonable intervals the accredited institutions, programs and courses of study.

(d) Has financial resources as shown by its current financial statements, necessary to maintain accrediting operations in accordance with published policies and procedures.

6. Accredits only institutions which are found upon such examination to meet specific standards for accreditation, established in advance in terms that include the factors above described.

7. Has had not less than two years' experience as an accrediting agency, or in the alternative demonstrates to the satisfaction of the Commissioner that it has been organized under conditions that reasonably assure stability and permanence and that it has gained the acceptance required under 8 below during such shorter period.

8. Has gained acceptance of its criteria, methods of evaluation, and decisions, by educational institutions, practitioners, licensing bodies, and employers throughout the United States.

9. Assurance is given that accreditation for the purposes of the act will not be conditioned on the payment of any sums of money: *Provided, however*, That a reasonable charge may be made by the agency or association for its services hereunder not exceeding the actual cost of the accreditation.

#### CONTRIBUTORS TO THIS ISSUE

WALTER POPE BINNS is president of William Jewell College, Liberty, Missouri; NORMAN BURNS is professor of education at the University of Chicago and secretary of the Commission on Colleges and Universities of the North Central Association; WALTER L. COOPER is principal of Wichita East High School, Wichita, Kansas; GEORGE W. EBEL is deputy superintendent of schools at Houston, Texas; JAMES B. EDMONSON is dean emeritus of the School of Education at the University of Michigan and chairman of the North Central Committee on Interscholastic Athletics; MENNOW M. GUNKLE is a member of the faculty of the Thornton Township High School and Junior College, Harvey, Illinois; EDGAR G. JOHNSTON is professor of secondary education at Wayne University, Detroit, Michigan, and secretary of the Commission on Secondary Schools of the North Central Association; T. R. McCONNELL is chancellor of the University of Buffalo, Buffalo, New York; E. O. MELBY is dean of the School of Education at New York University, New York; MANNING M. PATILLO is instructor in education at the University of Chicago and associate secretary of the Commission on Colleges and Universities of the North Central Association; and LAWRENCE E. VREDEVORE is director of the Bureau of School Services and associate professor of secondary education at the University of Michigan, Ann Arbor, and chairman of the Michigan State Committee of the North Central Association.

## SOME UNRESOLVED PROBLEMS OF SECONDARY EDUCATION<sup>1</sup>

T. R. McCONNELL

*The University of Buffalo, Buffalo, New York*

WE CAN often understand our own educational problems better by seeing them against the background of educational philosophies and practices in other countries. It should be particularly instructive at the present time to draw some comparisons and contrasts between the organization and program of secondary education in the United States and in England, where what amounts to an educational revolution is in progress.

The principle of universal secondary education has been generally accepted in this country for some time. In England this concept was established for the first time by the Education Act of 1944.

"Until 1944," the Ministry of Education has said, "a 'Secondary School' meant a particular sort of school to which only a small proportion of the population could aspire, one which had better qualified and better paid staff, smaller classes, and more attractive premises and amenities than most of the other schools in its neighborhood. It was attended by some of the ablest pupils selected by a highly competitive examination, and by a certain number of other pupils of varying abilities whose parents could afford to pay fees."<sup>2</sup>

Before the Act of 1944, elementary and secondary education in England were, after age eleven, parallel, rather than sequential systems. Only a small proportion of pupils entered grammar schools or independent schools—the available forms of secondary education.

<sup>1</sup> Delivered at the First General Session of the Association in Chicago, April 3, 1952.

<sup>2</sup> Ministry of Education Pamphlet No. 9, *The New Secondary Education*. London: His Majesty's Stationery Office, 1947, p. 7.

The rest continued in the elementary system until they reached the end of compulsory schooling at age fourteen, or in some instances transferred to central schools, or junior technical, commercial, or art schools, all of which, however, lay outside the secondary system. In 1938 only one child in eight between the ages of eleven and fourteen attended a secondary school.

The Act of 1944, however, made secondary education the right of all, rather than the privilege of a few. Theoretically, at least, secondary education is no longer to be qualitatively different from elementary or higher elementary education, but a stage of education beginning at age twelve and extending for all children to age fifteen, and ultimately to sixteen, and for some children to age eighteen or nineteen. Secondary education in some form, furthermore, is to be made available to all young people regardless of the financial status of their parents.

But it is not the intention to give all these pupils the same kind of education, even to age fifteen. "Everyone knows that no two children are alike," said the Ministry of Education. "Schools must be different, too, or the Education Act of 1944 will not achieve success."<sup>3</sup>

The Ministry then proceeded to define three types of secondary education; i.e., the types to be given in grammar schools, for which about 15 percent of the school population would be fitted; in so-called modern schools, for about 70 percent of the youth; and in technical schools for the remaining 15 percent.

Because they are thought to have

<sup>3</sup> *Ibid.*, p. 22.



attained a high degree of efficiency, the grammar schools are to continue essentially unchanged. They are to put emphasis on the logical mastery of school subjects, particularly languages, mathematics, and science, and stress a stern intellectual discipline. The grammar schools (with the independent schools) are to remain the only avenue of entrance to the universities, though only a portion of the 15 percent deemed able enough for grammar school education will be qualified for university admission.

The description of the proposed modern school—there are still few good models in England—sounds very much like the philosophy of high school education presented in the Educational Policies Commission report, *Education for All American Youth*. The modern school is to interpret the modern world to the student, to educate the “whole child” and to prepare him for life in the widest sense. It is *not* to prepare students for admission to the universities.

The technical school is designed to cater to students whose interests and aptitudes lead them appropriately into industry, agriculture, commerce, or applied arts, and, as in the modern school, not to university entrance.

The announcement of this tripartite system immediately provoked a vigorous debate on how the three types of secondary education should be organized. Should they be given in separate institutions? Should they be clearly defined “streams” in a multilateral school? Or should secondary education be given in a comprehensive school, in which the three distinct “sides” should be scrapped, and a program arranged for each child at each stage in his development in accordance with his individual needs and characteristics?

The separatists and the multilateralists seem to dominate the debate, but

there are strong proponents of the comprehensive, or, as it is known and widely adopted in Scotland, the omnibus school. The advocates of the comprehensive school point out that there are not just three types of children, but many; that segregation or classification of children into schools or streams or future educational and vocational destinies at age eleven is psychologically unsound; and that an individual child’s aptitudes and abilities are usually so uneven that he might be superior in one field, but quite ordinary in another. Those who wish to establish comprehensive schools also argue that because the comprehensive school includes “all the children of all the people” it is a valuable training ground in democratic living.

Opponents of the comprehensive school object to it on many grounds, but mainly because they are convinced that it will lead to a lowering of standards, particularly for the more able pupils. These critics point to the comprehensive American high school in support of their argument. Even such a staunch supporter of the comprehensive school as Lady Simon, in her little book, *Three Schools or One?*, comments on the low level of intellectual accomplishment in our high schools, though she insists that it is due, not only to the mixture of all degrees of intelligence in one school, but also “to the educational system of ‘electives’ which results in a superficial knowledge of a variety of unrelated subjects, instead of a more solid knowledge of a smaller number of subjects; to the absence of external examinations and awards, and, above all, to the fact that the U.S.A. does not consider it to be the main function of the high school to develop the pupils’ brains.”<sup>1</sup>

I confess that when I was in England

<sup>1</sup> Lady Simon of Wythenshawe, *Three Schools or One?* London: Frederick Muller, Ltd., 1948, p. 71.

four years ago I said to Sir Graham Savage, who, as chief educational officer, was vigorously advocating comprehensive secondary schools for the County of London, that although I was strongly in favor of the comprehensive American high school, it would be unfortunate if its failure to adapt curriculum and instruction to the individual pupil were imposed on English education.

That observation leads me to the main thesis of this paper.

Secondary education is more widely available in the United States than in any other country in the world. Although we are still short of the goal in some rural areas and in certain parts of the nation, we are rapidly approaching the ideal of a high school education for everyone. But we have been more successful in extending educational opportunity than in individualizing it. We know and do more about group methods—I was about to say mass methods—of instruction than we know and do about adapting our teaching to individual needs and characteristics. This I believe to be true in spite of the fact that we have accumulated a great deal of information about individual differences and have conducted no small amount of research on exceptional children; and also in spite of the fact that I know of some schools—and you know of more—that have led the way in adapting educational programs and procedures to the dull and to the bright, to those with special aptitudes and to those with particular disabilities.

The Educational Policies Commission, very properly it seems to me, gave first priority in its major reports to the democratic necessity of educating all children and youth, and with equal appropriateness put early emphasis on the educational needs which the members of a free society have in common.

These ideals were presented in the two volumes, *Education for All American Youth* and *Education for All American Children*. Both of these volumes laid upon the schools two correlative responsibilities: (1) to provide a core of common educational experience, and (2) to offer each person, whatever the nature or the extent of his individual gifts, the fullest opportunity for self-realization.

To the earlier reports mentioned above, the Commission in 1950 added a companion volume, *Education of the Gifted*. This report was not only an elaboration for the gifted of the principle that all students should have differentiated opportunities to meet their varied needs; it was also a timely recognition of the crucial importance of intellectual accomplishment and intellectual leadership at this stage in the development of our democracy and in what may prove to be a protracted period of world tension.

In the face of modern society's enormously complicated structure and the modern world's equally unparalleled opportunity for bettering the conditions of human life, wastage of intellectual talent is probably our most improvident failure to use and conserve our resources. For, in a time when highly trained intelligence is so necessary, half of the young people in the highest 10 percent of scholastic aptitude do not attend college.

The reasons for this neglect are numerous. One of them is the inability of certain parents to finance a college education for their children. The amount and kind of education needed for the gifted is long and expensive. Presumably all students in the top 10 percent of intellectual ability are capable of at least four years of college or university training, and those in the highest 1 percent should be selected for graduate or professional education,



or both professional and postgraduate study. Some forms of professional education—medicine, for example—are so expensive that unless financial assistance can be granted to many young people with the requisite intellectual capacity, these callings will be available only to the children of families in the higher income levels.

If certain kinds of vocational and professional education are open only to families in high income levels, and the attainment of this degree of financial competence is increasingly dependent on graduate and professional education, the class structure will become rigid, social mobility difficult, and the traditional freedom of opportunity in American life all but lost, as President Conant of Harvard has often pointed out.

The only way to avoid such a closed society is to make certain that financial assistance in the forms of scholarships, fellowships, and grants-in-aid are available in sufficient number and amount to make it possible for every intellectually gifted young man and young woman to secure the education for which he or she is fitted.

If economic obstacles to the education of the gifted were removed, other barriers would still exist. Havighurst has shown that one of the most important of these obstacles is insufficient motivation. Thus, some intellectually able young people often either do not think seriously of going to college, or are uninterested in higher education. Some exceptional persons fail to realize their possibilities because of emotional difficulties or social maladjustment, a fact, by the way, which indicates the fundamental fallacy in the doctrine that formal education should be concerned only with the intellect, without special reference to social, emotional, and healthful development.

The schools may be to some degree,

although certainly not primarily, responsible for the barriers to the education of intellectual talent that I have summarized above. But to some sins of commission and omission, schools and colleges must plead guilty. "Sometimes curriculum offerings are restricted in scope," the Educational Policies Commission report asserted, "sometimes the quality of instruction is poor; sometimes books and other equipment are insufficient and of poor quality; but probably the most frequent type of educational inadequacy is the failure to challenge the gifted students to achieve up to capacity. Inflexibility of curriculum and teaching method constitutes a formidable barrier to the development of the gifts of exceptional students. When every one is required to do the same tasks, and when an intellectually curious youngster is rebuffed for 'getting off the track,' school can be anything but stimulating for bright children. A curriculum offering or an assignment that is uniform for all is usually gauged to the level of the average student. The superior student not only fails to respond . . . but may develop an antipathy to the whole educational process."<sup>1</sup> Just why some teachers stubbornly force the brilliant person to do exactly what is required of every other student, to do the same number of exercises or even more as presumed "enrichment" when many fewer would suffice, I have never been able to understand, unless they think it essential for the good of his democratic soul.

"Only a superior teacher can stimulate and guide the learning of a gifted student with optimum effectiveness," the report observed, and then admitted that "such teachers are far too rare."

<sup>1</sup> Educational Policies Commission, *Education of the Gifted*. Washington, D. C.: National Education Association of the United States and the American Association of School Administrators, 1950, p. 29.

Ungifted teachers, according to the Commission, may "regard their gifted students with jealousy or resentment and so consciously or unconsciously discriminate against them."<sup>1</sup> But if a modestly endowed but unresentful and conscientious teacher discovers an exceptional student, can he do anything useful for him? Yes. He can free the student from stultifying routine, put him on his own, encourage independent study, and do everything possible to provide stimulating facilities, including books that the teacher himself might not be able to understand.

Although schools frequently have demonstrated little imagination, ingenuity, or competence in making provision for the gifted, they cannot be held accountable for the outrageously large classes which make individual attention, or even resourceful independent learning, extremely difficult. Neither is it their fault that a five-foot shelf of ancient encyclopedias and outdated textbooks passes for a library, or that the science laboratories are equipped with little more than pins, nails, wire, and whatever discarded items the teacher has managed to retrieve here and there. (The picture is over-drawn, yes; but in terms of how a school should really be equipped for effective learning and rich experience, it is not absurdly unfair.) Teachers in thousands of small high schools are not to be blamed for failure to organize districts large enough to establish secondary schools of sufficient size to offer a diversified educational program. No, school staffs are not directly responsible for poverty in educational facilities, but teachers, and particularly school administrators, may not have done enough to make the public understand what modern schools should do and what they must have to work with if

they are to meet their responsibilities. Only the public by generous financial support can provide the base for quality in the educational process.

What can the schools do to improve the education of the gifted?

First of all, they can adopt means of systematic and periodic identification of able students. Though teachers' estimates of giftedness are sometimes useful, they are also often fallible. Teachers often confuse achievement with intelligence, and so underestimate the aptitude of a student who from boredom, resentment, or employment of energy on more rewarding tasks makes only a mediocre school record. Not a few teachers have been astonished to find a pupil considered locally to be only ordinary in ability scoring at an outstanding level on a state-wide or nation-wide achievement testing program. I remember well a high school boy who seldom prepared his lessons and whose teachers considered him dull and uncooperative. I knew that he spent every spare hour in the college library in the same town reading advanced books in science and engineering. On the whole, he probably made a wise choice between bothering with unstimulating assignments and pursuing independently his own intellectual interests.

There is some tendency, too, for teachers to overrate the intelligence of children who are neat, pretty, obedient, friendly, or talkative. These very human errors of estimate make obviously necessary the correctives of objective measurement of achievement, intelligence, and aptitude. But it is important to remember, nevertheless, that intelligence tests are fallible, group examinations especially so. An IQ taken at an early school age may vary considerably from one taken in adolescence. Yet I have seen an assessment of so-called general intelligence made in the primary grades from a single

<sup>1</sup> *Ibid.*, p. 30.



group test follow the child from one grade to another and label him for his entire school career. There is no time here to explore the technical problems of estimating achievement and capacity. Suffice it to say at the moment that several bases of judgment are ordinarily better than any one, that all together are less valid and reliable than one would wish, and that new estimates of ability and accomplishment should be made periodically. The purpose, I might add, is not only to identify gifted students for teachers and school officials, but also to make the students themselves aware of their own potentialities. Many a brilliant student does not realize the true extent of his giftedness.

In the second place, every school, no matter how small or how meager in resources, can make some special provisions for its able and exceptional students. The usual means of adaptation include acceleration, grouping and special classes, enrichment, and elective courses. In my judgment, we have been over-cautious about acceleration. The report on *Education of the Gifted* wisely reminded us that there is danger "that too rapid promotion will cause or aggravate social and emotional maladjustment for the child whose rates of social and emotional maturation are markedly slower than his rate of intellectual growth." It conceded, however, that "the dangers of maladjustment from being grouped with older and more mature classmates are greater in childhood and early adolescence than later."<sup>1</sup> And finally, it appropriately recommended that in determining whether an individual should be accelerated and to what extent, special consideration should be given to such factors as physical, social, and emotional maturity. These are all sound observations. Nevertheless, since many high

schools are so small that grouping, special classes, and elective courses are impossible (except perhaps through correspondence courses); and since individual enrichment is more of an ideal than a fact in many schools, I think more encouragement should be given to acceleration at the senior high school-junior college level.

In 1931, Cornell College, with the approval of this Association, successfully inaugurated a plan to admit intellectually gifted students at the end of the eleventh grade on the basis, first, of demonstrated readiness to pursue college work, and, second, of appropriate physical, social, and emotional maturity. This program was undertaken as one phase of a long-range plan "to determine admission, promotion, and graduation at any level of education, not by time spent, courses taken, or units accumulated, but by demonstration of capacity and achievement sufficient to warrant the next step in learning."<sup>2</sup>

At about the same time the Cornell College experiment began, the University of Buffalo undertook a comprehensive and somewhat definitive series of studies on articulation between high school and college under a subvention from the General Education Board. As an accompaniment and outgrowth of these investigations, the University established a system of so-called anticipatory examinations by which high school students, and later veterans, were able to secure college credit for accomplishment attained before admission. By supplying syllabi of college level courses to high school students, the University encouraged gifted students to take advantage of these examinations.

A study of "Twenty Years of Anticipatory Examinations" recently com-

<sup>1</sup> T. R. McConnell, "Educational Articulation," *Journal of Higher Education*, V (May, 1934), 253-8.

<sup>2</sup> *Ibid.*, p. 50.

pleted by Dr. Mazie E. Wagner revealed that in this period 1,496 individuals wrote 2,740 anticipatory examinations, 80 percent of which resulted in credit.

One high school graduate secured a total of thirty-eight semester hours of credit by anticipatory examinations, and one veteran earned thirty-nine hours.

The desirability and feasibility of faster progress has recently been dramatized by a grant from the Ford Foundation to four universities to enable them to give scholarships to a group of gifted students admitted after the sophomore or junior year of high school.

In our educational system, the overlap between secondary and higher education is often so great that it may well be compensated for either by faster progress through senior high school, or the lower division of college and university, or even both. And we should remember that students in the top tenth of the population in intelligence should look forward to a necessarily long program of professional and graduate education under any conditions of progress. Some time saved for them may be highly advantageous.

After comprehensive studies of educational acceleration of students at Ohio State University, Professor Sidney L. Pressey came to the following conclusion:

There seems reason to believe that a larger proportion of students entering college might complete their pre-college work in eleven years instead of twelve, that a fifth of the students graduating from college might well finish in three years instead of four . . . with gain from adaptability of the total program to their superior abilities and maturity, saving of educational resources, and the addition of two of the most vigorous years of life to the period of their professional accomplishment.<sup>1</sup>

<sup>1</sup> Sidney L. Pressey, *Educational Acceleration: Appraisals and Problems*. Ohio State University Studies, Bureau of Educational Research Mono-

Professor Pressey urged educational institutions not to revert after the war to the "grade per year" lock-step as they have twice before when emergencies which forced time-saving were over, but to adopt systematic means of enabling students to progress in college at rates consistent with their individual capacities for development, including (1) placement at entrance in an educational program upon the basis of actual academic competence and maturity instead of time previously served; (2) provision of special opportunities for able students, including sections or courses demanding less time in class and emphasizing methods especially planned for superior people, independent study, and honors programs; (3) permission to carry heavier loads than normal; (4) flexibility of curricula and scheduling to permit students to start with varying amounts of advanced credit and to move at different rates; (5) assignment of credit for educational experiences off campus; and (6) organization of a guidance program to foster the most effective development of each student.

"Bold and comprehensive studies are required to explore various methods of acceleration," writes President Henry Chauncey, of the Educational Testing Service, in his last annual report, "to establish points in the curriculum at which formalized provisions can best be instituted for accelerating groups of superior students, and to ascertain the relative effectiveness of different methods at different points."<sup>2</sup>

Although so-called ability grouping may be feasible as a means of adapting instruction to the gifted in large high schools, in most schools special pro-

graphs No. 31. Columbus, Ohio: The Ohio State University, 1949, pp. 143-4.

<sup>2</sup> Educational Testing Service, *Annual Report to the Board of Trustees, 1950-51*. Princeton, N. J., p. 17.



visions for the exceptional student will have to be made on an individual basis. Little progress will be made in this direction, however, so long as a more-or-less conventional classroom recitation is the typical form of instruction—and unless I am badly misinformed, it is still the typical practice. The conventional recitation is based on the habit of giving a common assignment, usually in the same books, varied now and then, perhaps, by a few more difficult exercises or an additional outside reading for the abler students. Adequate differentiation and individualization for either the less or the more able students will not be made until teachers learn to use the class period—preferably a lengthened class period in many cases—not as a place to recite, but as a laboratory in which different students may be working on tasks varying greatly in difficulty and in character. This kind of individual work and progress does not preclude social experience either in groups of like ability or of wide intellectual variation. I have seen a skilled high school literature teacher stimulate interesting and fruitful group discussion in a class, no one member of which had been reading the same book as any other. By and large, however, teacher training institutions do not give prospective teachers practice in this kind of individualized structure. In spite of having students read textbook chapters on individual differences and on individualizing instruction the stress is placed on group teaching.

Large universities often reveal mass methods at their worst. For here the common assignment is coupled with the lecture system, and the objective examination—often the poor objective examination, which, in general, is not noted for stimulating independent thought or encouraging individual initiative. Some time ago the late Dr.

Paul Klapper visited a large number of classes in several universities. He reported that the typical lecture presented material that the student could read, often in his textbook, or at any rate in the library, in much more effective form. Small colleges often teach just as perfunctorily, instead of taking advantage of their size really to reach the individual.

Though I had long been impatient with the spoon-feeding methods so generally practiced in this country, not until I visited the British universities did I realize how unfortunate our habits are, even in the graduate schools, where presumably we are educating for independent study and investigation, but where many students spend a great part of their time taking formal courses. I submit that particularly for gifted students, we should reduce at all levels, and sharply at the upper levels, *the amount of time spent in class* and increase the amount spent in independent work. Nearly thirty years ago, reflecting on the comparative neglect of the superior student in our colleges and universities, and on the greater self-dependence of the British university student, Chancellor Samuel P. Capen in his inaugural address at the University of Buffalo urged sweeping reform in our institutions. He said:

As early as possible in the college course there should be provision of opportunities for independent study, carried on in the spirit of research, without meticulous oversight and with judgment only of the final results. This is substantially the procedure of the British universities with the selected group of students who read for honors. The work done by these students is incomparably superior in quality to that which any American college student is required to perform. . . . The principle which in the British universities applied only to honors students should be adopted by American colleges and applied universally.<sup>1</sup>

Nearly thirty years later, not too hopeful of application to all students,

<sup>1</sup> Buffalo, N. Y., October 28, 1922.

most of us probably would settle for such a program for the gifted ones alone. This would represent almost revolutionary action in most of our institutions.

If the exceptional student is to mature rapidly in intellectual self-dependence at the college level, he should begin to work independently in the lower schools, especially in high school. The English grammar schools, which prepare students for admission to the universities, put much greater emphasis on intellectual discipline than do our secondary schools. The character of the grammar schools has been described as follows in a bulletin of the Ministry of Education:

The grammar school offers a general course lasting for about five years (11-16) in which the treatment of all subjects and groups of subjects, but notably languages (classical and modern) follows a predominantly logical development, and a subsequent intensive course in the sixth form (16-18) covering a narrower range of subjects which for many boys and girls leads naturally on to the studies at the university level. The distinguishing feature of both courses lies not so much, perhaps, in their content as in their length, in the scholarly treatment of their content, and in the stern intellectual discipline which they afford.<sup>1</sup>

I am not convinced that we should

adopt the curriculum of the English grammar school, with its specialized sixth form, even for gifted students, but whatever else one may think about this institution, he is inevitably impressed with the powerful drive for academic achievement which motivates its students and which we cannot duplicate in our own secondary schools. Perhaps we should not duplicate it; in fact, I am inclined to think the pressure in the English schools is often too great for the student's good. But we could hold higher standards of achievement for our ablest students, I feel pretty sure, without doing them any harm, rather with great benefit to them. Denis W. Brogan, in his little book, *The American Character*,<sup>2</sup> has suggested that the nature of our democratic society makes it worthwhile for the high schools to sacrifice some degree of academic achievement for education in social relations. I agree, even for the gifted. But I am reasonably certain that gifted young people can be given encouragement to widen their cultural interests, and also to participate in recreational and social activities without seriously impairing their intellectual excellence.

<sup>1</sup> *Op. cit.*, *The New Secondary Education*, p. 25.

<sup>2</sup> New York, Albert A. Knopf, 1944.



## COMMUNITY PARTICIPATION IN BUILDING EDUCATIONAL PROGRAMS<sup>1</sup>

E. O. MELBY

*New York University, New York City*

THE WORD *community* appears often these days in discussions of education. We talk about community schools and community colleges. We have become acutely aware of the existence of the community. Sometimes the attitude of the community disturbs us. Certain elements in it attack us either personally or our programs or both. To many school men in America the community is a critic that, like college alumni, must somehow be appeased. While much of what is currently said in criticism of education is fallacious and motivated by selfish purposes we can be sure that we shall not solve our problems by taking a defensive attitude—by merely exposing the attackers or in the case of the sincere critics merely answering their arguments. For the American community has something it wants to say to us in education. More than that it wants to share in policy determination. And somehow we must come to see that the community is a resource to be utilized rather than a critic to be appeased. I doubt we shall be successful in utilizing this resource unless we understand better than we now seem to the nature of the current crisis in education.

The first thing to remember is that the crisis in education is but a facet of the crisis in our common life. Mr. Van Wyck Brooks has written brilliantly about the period from 1885 to 1915 under the title, *The Confident Years*. This was a period in the literary, artistic, political, and economic history of our country when we felt secure in our freedom, in our institutions, and

in our religious faith. Those of us who lived through a considerable portion of this period have experienced the realities that Mr. Brooks recalls. Then World War I shattered our feeling of geographical security. We had not accustomed ourselves to the responsibilities of a world power when the great depression shook our faith in our economic freedom. With a rapidly developing physical science and technology came overspecialization in life and education. All these weakened our faith in the old religious outlooks and often left us without either secure mooring or any compass on the moral and spiritual front. The depression gave us a proliferation of governmental agencies and concentration of power in the Federal Government. More recently, political corruption has still further shaken our faith in government. These developments have caused us to suspicion both the motives and the effectiveness of governmental agencies.

World War II made us the No. 1 world power. Our power has multiplied our fears and enhanced our feelings of guilt. Both the fears and the guilt are somewhat enigmatic to ourselves and to visitors from abroad. Why should the most powerful nation in the world be beset with fear? If for a moment we were to let Mr. John Foster Dulles be the diagnostician, we would conclude that we are fearful because we are over-dependent upon military and materialistic strength and not sufficiently aware of the moral and spiritual aspects of our problem.

We know that, in the international scene, our treatment of Negroes and other minority group members is our "Achilles heel." We have guilt feelings

<sup>1</sup> Delivered at the First General Session of the Association in Chicago, April 3, 1952.

about it. True we have made substantial progress on this front, perhaps more real progress than has been made in human history in a similar length of time. It may even be that some of us fear the ultimate success of our efforts. This may account for the fact that such anti-Negro feelings and anti-Semitism as we have seem more intense than ever before in our history. In both instances they may be the dying gasp of undesirable attitudes which are about to pass out of our society.

We are not sure we can keep our free economy rolling without depressions unless that economy is stimulated by war or preparation for war. We are afraid to practice true freedom of speech and freedom of teaching because we think the Communists and other subversives will take advantage of such freedom. Consequently, we limit our own freedom and in this become more and more like the Communists we are fighting.

If the period from 1885 to 1915 made up the Years of Confidence, the period in which we are now living might well be called the Years of Skepticism. The word *politician* has become a synonym for a somewhat dubious if not undersirable field of activity. School administrators and boards of education are not going unscathed in this situation. The skepticism with which we view our city councils and other governmental agencies spills over into the control of education.

Generally speaking, the spirit of compromise and "live and let live" is not strong among us. There is unprecedented bitterness, vindictiveness, and character assassination in Congressional investigations and in community life. Catholics, Protestants and Jews seriously suspicion each other. Anti-Catholicism has grown by leaps and bounds in recent years.

Generally speaking, we do not trust each other, and people are often considered guilty until they prove themselves innocent. Proving oneself innocent is sometimes an extremely difficult undertaking.

The loss of faith which characterizes the current American scene is peculiarly devastating in the field of education for there is no way of separating education from the life from which it prepares or the social structure out of which it grows. One can see this relationship if he traces the trends in local, state, and national government in this country. In my early days as a school superintendent in Minnesota, there were virtually no tax limitations, and only a few other limitations on the power and functioning of the board of education. There came a day when the state legislature no longer trusted the local school boards. All sorts of restrictions were thrown around the power of the local boards. In California, we now have a state legislative committee investigating teachers and textbooks, presumably on the assumption that the local boards of education and school administrators cannot be trusted. How long will it be before Congress feels that it cannot trust the state legislatures and must therefore have a congressional committee investigating education? A federal agency of some sort to police our schools may result.

Turn with me now for a moment to the inside of the school itself. The so-called progressive education movement rested solidly on faith in freedom. It proceeded on the assumption that the individual child had a worth and dignity which must be respected. It accepted also the findings of science concerning the nature of the human organism, that the individual human organism responds as a totality so that we cannot (even if we want to) single



out a facet of the organism for education and ignore all the rest. Progressive education took the faith in individual human beings and in the masses of people which had come to us from Judaism and Christianity and made it the basis for its educational procedures. Then simultaneously some of us became frightened and lost our faith both on the wider social front and in the field of education. This is one of the important reasons why I am insisting that the crisis in education is but a facet of the total crisis in our common life. It is a moral and spiritual crisis, a crisis in the age-long conflict between faith and skepticism, between freedom and slavery, between free government which serves people and statist government in which people serve the state, between the Judaic-Christian tradition which elevates the human spirit and materialistic Marxism in which individual human beings have neither worth, dignity, nor freedom.

If the analysis through which we have just moved is correct, we cannot meet the current attacks upon education by merely putting out fires or taking a defensive approach to the problem, nor can we meet the critics on the economic, political and social fronts by whooping it up for private enterprise, jailing the political crooks or isolating and confining Communists, Fascists, nativists and others in our society who lack faith in the American tradition. It is not enough to know that we are against Communism. It is even more important to know what we are really *for*. We must reverse the present trends of skepticism and suspicion and convert the years ahead into a second age of confidence, an age of faith and of achievement.

It is easy to say that we must recapture our faith. It is a far more difficult matter to translate that kind of a statement into reality. Perhaps, in

what Mr. Brooks calls *The Confident Years*, democracy could afford to be smug and complacent. It is not under militant attack. Today freedom is fighting for its life. It will not live if it is characterized by inaction, by static attitudes or complacency. It can survive only if it is dynamic, increasingly vigorous and constructive in achievement. Had we the time I would like to explore the international aspects of this problem, but lacking the time I must be somewhat dogmatic. The hemispheric fortress pattern for saving our freedom is to me utterly unrealistic. In the long run we will not keep our freedom in America unless freedom can be kept on the march in the rest of the world. As I see it, only a dynamic freedom can live.

Since we are concerned here about saving and strengthening our freedom in totality we will not achieve the required faith and dynamism through mere school changes. We must have faith and dynamism in our total life. Public education cannot be saved in isolation. It will survive only as it becomes a vital part of the total social organism. This is true because freedom is an indivisible element in our total life. Businessmen often argue as if economic freedom were an end in itself. They are not aware of the fact that economic freedom without moral and spiritual freedom can well result in a gross materialism. Similarly we in education are not always alert to the moral and spiritual dangers of inroads on our economic freedom, nor are we aware of the ways in which we, ourselves, restrict freedom in our own academic life.

Education for freedom must face its task confidently, realistically, and must itself be a fine example of all it seeks to further. We ourselves as educators must have a great faith. We must believe in the capacity of the

common man to develop his own criteria of truth and value. We must have faith in all men regardless of color, creed or economic status. We must, we teachers and educational leaders, realize that no matter how much we may have in technical knowledge, we shall have little educational effectiveness without a great faith in people, in children and in all with whom we work.

Education must itself be free or it cannot be an instrumentality for the preservation of freedom. This morning you and I know that it is less free as of the present moment than it has been at any time, perhaps in our entire history as a nation. What I mean is that teachers have probably never been as fearful of dealing with controversial issues as they are at the present moment. It is our task as educational administrators to reiterate our faith in educational freedom and to support teachers who deal vigorously with the controversial issues which constitute the growing edge of American society. In this endeavor we must associate ourselves with the lay people in our communities who want our schools kept a free and open forum for the discussion of ideas.

Education will not give us a dynamic conception of society unless it is itself dynamic. We must resolutely and continuously experiment to find new and better educational procedures and activities. We must be courageous enough to discard the old and proven ineffective procedures for newer methods which are proving themselves to be more effective. Too often we have tended to adopt the new and at the same time retain the old, even long after its ineffectiveness has been established. It is sometimes said of us that we have learned our addition but not our subtraction. In the present period we must be our own most severe critics.

Education will not acquire the needed dynamism unless it can come to grips more effectively with the problem of incentives. We need incentives for discovery, for development, and for creative leadership. I am fully mindful of the problems that have to do with appraising the merits of teachers and other educational personnel. I have had a good deal to do with salary schedules and other aspects of personnel administration. This morning I do not want to embark on any hurried foray into this controversial area. But it is incumbent upon us as a profession to develop patterns of administration, personnel policies and programs of leadership which will attract the most competent leadership to our ranks, give these people the training which will enable them to make the most of their potentialities and give our communities the fullest release of all the sources that are resident in them. If we are going to do these things we must realistically re-examine many of our personnel, administrative, and leadership policies and procedures.

At times I fear that we in education have not quite kept pace with industry in forward-looking administration. At its best, industry is ahead of many universities and public school systems. In nearly forty years of teaching and educational administration I have known thousands of American teachers and hundreds of university professors and educational administrators. Their headaches and heartaches are well known to me. Without elaboration, I can tell you that there is a vast amount of frustration in the educational profession. Some of this frustration can be traced to a deadly complacency which has overtaken the folks who have settled into a routine from which they seem unable to extricate themselves. In other cases



(and parenthetically these seem to me the saddest) one encounters young men and women of great promise and considerable energy and inventive genius who are unable to try their ideas because of the rigidities of the administrative structure on the one hand or of over-organized faculty committee structures on the other. Twenty-five years ago I had great hopes for the democratization of educational administration, I had given considerable study to the deadening effect of a rigid line and staff system of administration. I have not lost my faith in democratic approaches, but in all seriousness it should be pointed out that many of the practices that have come into our education under the guise of democracy have proven themselves to be mere devices for the creation of an oppressive collectivism. However dictatorial a dean, president, or superintendent of schools may be he cannot think of as many ways of restricting the teachers as the teachers themselves can devise when they turn themselves to the task in collective fashion. With our teachers and faculty members we must resolutely examine both the overall administrative structure and the various organizational structures which rise from the teaching body itself.

Education is in essence a creative endeavor. It is always a frontier undertaking. Pupils can become creative only as their teachers are free to be creative. If teachers are to be truly creative they must be working on the frontier of their own thought and imagination. The teacher will not be creative if he is forced to work at some point behind his own frontier merely because the faculty as a whole or some administrator denies him the right to be out on his own frontier. Had the development of the atomic bomb been turned over to Congress we would never have had it. If all the

research methods utilized in its development had been required to run the gauntlet of even our most distinguished university faculties, they would have never been employed. We developed the bomb because creative scientists were released to work individually and in groups and no idea was assumed to be too bizarre or untenable to be explored. There are few problems of more importance to American education than the development of an organizational and leadership structure which will bring about the fullest release of the creative talents of teachers, pupils and people of our communities.

Finally, it is becoming increasingly clear that the problem of preserving freedom in education and in our society broadly cannot be solved inside the four walls of a school building. The task of saving freedom is the biggest undertaking that has ever come to education. Far reaching changes and improvements must be brought about in the thinking, feeling, and action of all who comprise our society. If our schools and colleges were many times as effective as they now are they could not do this job alone. We cannot wait for the children and young people who now attend these institutions to rescue us from our past mistakes and ineffectiveness. We must in reality lift ourselves by our bootstraps. We must operate on a community-wide basis using every single resource that can be mobilized. Educational administration thus becomes the process of mobilizing the educational resources of the total community.

I have had enough experience with the process of mobilizing community resources to know that we in education tend to underestimate our resources. Also we have not always learned how to work creatively with the people of our communities. We have not

found ways of enabling the people of our communities to participate effectively in the processes of education. Generally speaking, we are too isolate, too exclusive, and too narrowly professional. We must learn how to talk about education in language that people can understand. We must become better students and practitioners of the group process. We must be less thin-skinned when it comes to sincere criticism of what we do.

Concentration of population in large cities, expansion of government, and concentration of power in the organizational life of our nation have tended to weaken the influence of the local community in our common life. It may well be that we cannot reverse these trends. In all probability the large city is here to stay, so is the large organization and I am not too sanguine about reducing the present size of the federal government. But if local community life can be vitalized, the evils of extensive centralization may be offset. At least the rate of concentration may be decelerated a bit and the vitality of our earlier democracy can be regained. If we work at the problem of vitalizing the local community we can, I believe, give even large city life a greater vitality at the community level.

We shall not save either education or our freedom in its totality by fearful,

defensive attitudes and policies. We must conduct a vigorous positive program on both fronts. Fear must be replaced by confidence, skepticism by faith, antagonism and bigotry by brotherhood and understanding. We must preserve the opportunity for diversity in intellectual and spiritual directions while acquiring greater unity and common purpose in our total life. We must effectively oppose excessive concentration of power either in government or national organizational aggregates and vitalize our democracy at the community level. For it is at the community level that we stand a chance to recapture our faith, to put love for our fellow men into practice, to learn how to understand each other, and to overcome the conflicts which are now tearing us apart. It is in the more intimate relationships of the community that we can develop faith in each other. It is here too that education can best recapture its faith in freedom, both for itself and for the nation as a whole. Finally it is here, too, that the foundation must be laid for the new age of confidence and dynamism so necessary to our free society. If as educators we help to build those foundations, we shall ensure not only the future of the system of education in which we work, but preservation of the freedom that has given nurture to our education.



## FRONT LINE OBSERVATIONS ON CURRICULUM IMPROVEMENT<sup>1</sup>

GEORGE W. EBEEY

*The Public Schools, Houston, Texas*

AS A LIFE member of the Stanford University Alumni Association, I feel a little sensitive about speaking in the great commonwealth of Illinois so soon after the recent Rose Bowl game. My only consolation is that Stanford was leading at half-time and that the score was close at the end of the third quarter. It was in the final quarter that the representative of the West "ran out of gas" and that the Big Ten standard bearer turned a good game into a rout.

Perhaps this game illustrates a basic principle which speakers might well observe. Unless one has great reserve power in ideas and originality, he'd better stop at half-time. I have planned a rather short talk. Since I anticipated that the distinguished professor from Teachers College<sup>2</sup> would speak from his richer and more varied background, my comments will be heavily flavored with Douglas fir.

From the standpoint of curriculum development, it is a very significant fact that most of the students in today's schools and colleges will live to celebrate New Year's Eve of the year 2000. That's more than we oldsters, or even middle-agers, are privileged to anticipate. If I am still inhabiting this terrestrial sphere, I'll dodder in to

join the celebration at the age of ninety-three.

The magnitude of the changes our students will witness by the year 2000 can be understood more readily if we look momentarily at some of the changes which have occurred during the last half-century: the admission to statehood of Oklahoma, Arizona, and New Mexico; the income tax as a constitutional means of supporting public services; granting women the right to vote; the invention of the airplane, radio, and television; our arrival upon the threshold of the Atomic Age; the many developments in the field of international and intergroup relations.

The impact of change was brought home most forcefully to me last fall in a letter I received from my father. He was born in Winchester, Illinois, in 1864, one year before the death of the great Lincoln. During his boyhood young G.I.'s of the Civil War were alive to tell him how his father had been wounded at Shiloh and how his father's cousin had gone to the Pacific Northwest a few years before, only to be beheaded by Indians in 1857. Last fall my father sat at his television set enjoying a play-off game between the New York Giants and the Brooklyn Dodgers for the National League title. In one of the games, you'll recall, play was suspended because of rain. My father wrote: "Here I am in California watching it rain in New York City. Can you beat it!"

My ten-year-old son would not have reacted in the same way. A few days ago he looked up from the rocket ship he was drawing and said, "Wouldn't

<sup>1</sup> Delivered at the Second General Session of the North Central Association of Colleges and Secondary Schools in Chicago, April 4, 1952. At the time, Dr. Ebey was Assistant Superintendent in Charge of Curriculum and Instruction, in the Portland, Oregon, Public Schools. Since then, he has become Deputy Superintendent of Schools in Houston, Texas.

<sup>2</sup> Dr. Will French, Professor of Secondary Education, whose address, "The Modern High School Serves America," appeared in the October 1952, issue of *THE QUARTERLY*.—EDITOR

it be thrilling, Dad, to be the first man to set foot on the moon?" There flashed through my mind an exciting day in 1927. How thrilling it was to hear the news that Lucky Lindy had just landed the *Spirit of St. Louis* at Le Bourget Field. It came home forcibly to me for the first time that my son and I also belong to different generations.

What developments will occur during this half-century no one can predict with accuracy. There will be developments. The developments will be great. It is the function of American schools and colleges to equip our younger generation to live effectively in the second half of the twentieth century.

Last September Norman Cousins, editor of the *Saturday Review*, stated the problem clearly and concisely in an analysis entitled "The New Illiteracy." I quote excerpts from his editorial:<sup>1</sup>

American education is confronted by a prodigious challenge to help prepare our people for new and awesome responsibilities in the world. Yet too many Americans today are exhibiting a passion for trivia—in school matters as in almost everything else. The air is thick with false issues. It should be a time for greatness, but some people can think of nothing more vital to do for education than to rush into the schools under the blazing banner "Back to the Three R's." . . .

A national debate over education is desperately needed today, but such a debate should be concerned with values, with substance, with content. The schools are vulnerable to criticism precisely because the sights of American education are not high enough. . . .

Thus there is emerging in America today a new illiteracy. It is the illiteracy of those who can read or write but who are unable to appraise living history or to offer any informed contribution to the decisions America will have to make as a nation if democratic values are to survive. It is the illiteracy of those who exist in the second half of the twentieth century but who do not participate in it.

Certainly thoughtful educators will agree with the position Mr. Cousins

has defined so well. The emphasis upon curriculum development throughout the nation is evidence of this concern.

Administrators in front-line positions will concur that we must place proper emphasis upon the fundamental processes, not only in our elementary schools but in our high schools and colleges as well. But we are not going *back* to the three R's. We are not going *back* to anything. Competent educators have always believed in the importance of the three R's. These skills are basic to effective citizenship in our democracy. Reading, writing, spelling, speaking, and achieving competence in arithmetic have been, and will continue to be, stressed in our educational program. We know that these skills are developed most successfully in a sound and vital modern program. In such a program meaning precedes drill, and abundant opportunities are provided to use the three R's in varied and meaningful situations. We know that these skills are learned less well in a stereotyped "assign, study, recite" program which fails to consider the differing needs, interests, and abilities of children.

We believe, furthermore, that there are other fundamental behaviors which must be practiced daily in school living—courtesy, cooperation, responsibility, loyalty, honesty, good work habits, to mention but a few. All must be properly emphasized.

We know what going back means. In Milwaukee, Wisconsin, in 1900 there were pupils in the first grade who had been failed six times.<sup>2</sup> In the Portland, Oregon, survey of 1913, Dr. Ellwood Cubberley found fifteen-year-olds in every elementary grade from

<sup>1</sup> *The Saturday Review of Literature*, September 8, 1951, p. 22.

<sup>2</sup> Milwaukee Public Schools, *Ninety-first Annual Report: We Stress the Fundamentals*. Milwaukee, Wisconsin: Milwaukee Public Schools, 1950, p. 29.



one through eight. Dr. Cubberley bluntly called the Portland program of that year a dead curriculum. "A rigidly prescribed, mechanical system of instruction, organization, and administration. . . . The elementary course of study . . . vivisected mathematically into fifty-four separate prescriptions, most of which are composed of a given number of pages from certain text-books. . . . The uniformity of curriculum for all high schools . . . a distinct barrier to progress."<sup>1</sup> Dr. Cubberley could have written the same kind of report in 1913 about almost any community in our nation. The curriculum nationally was a dead, stereotyped curriculum.

No sane person would suggest retrogressing to this type of program. Our orientation must be not *back* but *forward* all along the line.

All of us know the kind of high school program we'd like to see develop: a program in which the education of students comes first, never subordinated to teacher whims or administrative convenience; a program developed around problems which are vital and important to the learners and to our democratic society; a program which develops not only desirable attitudes, habits, and skills but also important insights and understandings; a program which provides realistically for the very wide range of student abilities, interests, and purposes; a program which teaches democracy not only by precept but also by example; a program which utilizes community resources effectively to give meaning and richness to experience; a program in which continuous evaluation really tells us how well

we're doing what we claim we're doing; a program which is understood and supported by the people who own the schools, the public.

In Chicago, I talk about curriculum improvement with humility for I am aware that schools, colleges, and state departments in the North Central Association region lead the nation in the difficult task of providing educational programs well-adapted to the demands of our society and suited to the needs of youth.

One might well ask, "Why is the task so difficult?". After all, the basic ingredients are simple and few—well-qualified and enthusiastic teachers, competent and energetic leadership, the wherewithal in facilities and instructional materials to enable teachers and principals to function effectively in their buildings, an enlightened supporting public. Nothing new or startling. We've known these basic ingredients since time immemorial.

But think in terms of your own situation. If you are completely objective in your appraisal, you'll probably conclude that something remains to be done about one or more of these elements. You'll probably also agree that obtaining an ideal balance of all the basic ingredients for a comprehensive program of curriculum improvement is not easy.

In the Air Force during World War II we had a motto which may be appropriate to this situation: "The difficult we do immediately. The impossible takes a little longer." Curriculum administrators sometimes believe that our job will take a little longer.

In the field of curriculum improvement, three ideas are basic:

1. Curriculum improvement fundamentally involves improving the competence of members of our profession, their outlook and practices.

<sup>1</sup> Ellwood P. Cubberley, *Report of the Survey of the Public School System of School District No. 1, Multnomah County, Oregon, City of Portland*. Portland, Oregon: Schwab Printing Company, 1913, pp. 132-4.

2. Curriculum improvement doesn't just happen. You must organize for it.
3. To be effective, curriculum improvement must be accepted by the supporting public.

A story told about Dr. Robert Millikan, of the California Institute of Technology, illustrates our difficulty. He had been scheduled as a speaker at an annual conference of the California Mental Health Association and had been attending several of the preliminary sessions. As he began his address to the concluding general session, he is reported to have said, "After listening for two days to the many complex problems of your mental health association, I shall be grateful to be able to return to the relative simplicity of nuclear physics."

To simplify our problem, let us assume that administrators are paragons not only of virtue, but also of insight and flexibility. Obviously, not all of them are, but the assumption enables me to limit my comments to teachers.

If we define curriculum as "the sum total of a student's experiences under the guidance of the school," then surely the teacher is a key figure in determining the curriculum. On this basis the teacher is *primarily* important in any program of curriculum improvement. Courses of study, resource units, instructional guides all may be helpful. But unless the professional outlook and skills of teachers improve, the curriculum will remain static, and the experiences of pupils unaffected.

Improving and extending the professional competence of teachers, many of whom have had years of experience, is sometimes a complex and arduous process. Administrators who have met teachers unwilling to move into the next room of the same building know what I mean. In Portland a number of years ago, before we changed to annual promotions, we had a teacher

who vigorously resisted teaching a group of *high* second grade children, for she was a *low* second grade teacher. Just how highly specialized can one become?

Of first importance then is the quality of teachers. These may sound like brave but hollow words. We are in a period of serious shortage of elementary teachers, a shortage which may become greater during the next few years. Even the large supply of high school teachers is beginning to approach an over-all balance, with the severe imbalance continuing among the various fields. It is possible that during the next decade, with high school populations almost doubling, secondary school administrators may find themselves in the unenviable position of joining elementary administrators in the search for really well-qualified teachers.

Achieving an adequate well-balanced supply of competent teachers, clear in purpose and flexible in outlook, is a shared responsibility. It is the function of lay citizens and the teaching profession to make teaching a more attractive profession and to encourage larger numbers of our best high school graduates seriously to consider teaching as a career. It is the responsibility of colleges and universities to continue the program of recruitment and selection, to maintain a balance between supply and demand, to vitalize and enrich their programs of teacher education.

Making the teaching profession more attractive will involve paying teachers professional salaries, providing greater challenge and opportunity, improving human relations. It is a regrettable commentary that for the last ten years the average salary for teachers nationally has been below the average annual earnings of all persons working for salaries or wages. In 1951-52 the



estimated average salary of classroom teachers in the United States was \$3,167. In the state with the highest average salary it was \$4,500; in the state with the lowest average salary it was \$1,560.<sup>1</sup> How would you like to begin a program for substantial curriculum improvement with a group of teachers earning \$1,560 annually?

Nationally, much also remains to be done in the pre-service education of secondary school teachers. Too few of them are well prepared to teach in a modern high school. In our colleges and universities, departments of education frequently are adjuncts of academic departments, necessary evils providing enough credits in education to meet state certification requirements. Though good school systems always will organize in-service programs for improving personnel, they should build upon a broad and realistic background of pre-service education.

A few weeks ago I was present at a meeting attended by close to two hundred high school principals. The discussion ultimately turned to curriculum improvement. One principal inquired, "What in the world would you do with a young teacher with seventy-eight quarter-hours in literature?"

A principal across the room asked, "Why in hell did you hire him?"

The first principal responded, "He was the best of five English teachers available late in August."

Until the preparation of secondary school teachers becomes a cooperative responsibility, with professional schools of education providing leadership and utilizing the excellent resources of academic departments, over-specializa-

tion in a narrow field will continue to plague harried employing school officials.

Since the goal of the modern high school is the education of all American youth, high school teachers must be more flexible than previously, understand more about growth and development, be able to use a variety of methods to achieve their purposes, know how to use differentiated materials to provide for individual differences.

But a teacher can't provide for individual differences if he has thirty copies of Muzzey in his classroom—and nothing more. A variety of books, films, slides, and recordings should be readily available to every teacher in the system. A teacher must have these tools and know how to use them in order that his plans may become a reality. Efficient means must be developed for selecting, procuring, distributing, and maintaining these tools. Our director of instructional materials argues cogently that instructional materials are the key to curriculum improvement.

Others would place the emphasis upon evaluation. Teachers, administrators, and supervisors will talk calmly about aims, experiences, curriculum guides, and instructional materials. But mention evaluation, and they become concerned. And understandably so. The chips are down. As long as teaching effectiveness is evaluated with narrow instruments of measurement, teachers will incline toward narrow programs of instruction. Evaluation can be a powerful ally to curriculum improvement. It must be broad and continuous and closely related to the purposes we hope to achieve. Increasingly, we must determine how well we are doing what we claim we are doing.

Whether we are considering in-

<sup>1</sup> National Education Association, Research Division, *Advance Estimates of Public Elementary and Secondary Schools for the School Year 1951-52*. (Mimeographed) Washington, D. C.: The Association, November, 1951, p. 12.

structional materials or evaluation or the in-service education of teachers, the chief responsibility belongs to local school districts, though colleges and universities or state departments of education may be valuable allies. Improving instructional programs will require good organization and the expenditure of funds to be effective and to insure improved human relations among the staff. Neither printed materials alone nor administrative fiat will accomplish the desired results. To improve a program, teachers must achieve new insights, accept greater challenges, but they must develop in a climate which recognizes the worth of individuals and promotes cooperation, participation, and the use of intelligence in solving problems. The new program must *belong* to the teachers. Administrative support and encouragement are indispensable.

Much can be done through organization. Like many systems, Portland has a comprehensive program of in-service education. Last summer there was organized not only a general workshop for teachers, with supervisors and elementary principals serving as leaders and resource persons, but also an administrators' work conference in elementary education and a high school administrators' curriculum workshop. This year there have been workshops organized in two regions of the city, as well as a number of in-service programs in individual buildings.

Plans for curriculum improvement normally stem from teacher committees working on instructional problems or from curriculum groups in schools. Major adjustments are considered by the superintendent's curriculum advisory council before being sent to him for approval. Teachers, administrators, supervisors, and lay citizens serve on this council. When a recommendation

for curriculum improvement goes to the superintendent, it represents the best thinking of the system. Increasingly, we are following the practice of providing released time for teachers to serve on curriculum committees, to prepare resource units, and to do research profitable to the system.

In curriculum improvement programs it is important that as many people as possible, both lay and professional, who are concerned with a problem become involved—many in a minor, some in a major way. The principle of involvement is sound for two reasons: first, because it insures bringing the intelligence of the system and community to bear upon the problem; second, because the project becomes better known and more readily accepted by persons responsible for its implementation.

There are many fine activities throughout the nation which are having an impact upon curriculum improvement. Since my most recent experience has been in Portland, I shall describe briefly three programs which have had important bearing, either directly or indirectly, upon the quality of instruction; namely, our transition program, our induction program, and our consultant program.

Our transition program, developed in 1949, was designed to convert prospective secondary teachers into elementary teachers. With the oversupply of secondary teachers and the severe shortage of elementary teachers, we decided to retrain a number of prospective secondary teachers with bachelor's degrees rather than to employ elementary teachers of low quality. In 1950 almost 25 percent of our new elementary teachers were transitioners. An arrangement was made with the Oregon State Department of Education to obtain emergency elementary certificates for transitioners after one



summer session of elementary teacher education. They qualified for regular elementary certificates upon completion of one year of successful elementary teaching experience and twelve additional quarter hours of elementary education. In brief, we employed prospective secondary teachers of excellent personality, character, and intelligence who were generally well-educated and wanted to teach. We provided them with the professional understandings and skills necessary to teach effectively in elementary classrooms. We shall use the plan with a fourth group this year.

I am happy to report that English, social studies, mathematics, science, art, music, and physical education majors are doing fine work in our primary, intermediate, and upper grades. One already has been elected to an elementary principalship. When the present school population bulge moves into high school, some of the transitioners, if they so desire, may be transferred to high school teaching positions. They will be better high school teachers because of their elementary teaching experience.

The second program, our program for inducting new teachers into the system, inaugurated in 1948, is a project in human relations. We reasoned that a large system has many school and community resources not usually found in a small system. Yet in a small system there is a warmth and friendliness frequently lacking in large systems. How to attain these values of a small system was our problem. The induction program was the answer. New teachers are asked to come to Portland a week before the opening of school. The decision is optional on the part of the teacher. The response is overwhelming, approximately 90 percent taking advantage of the opportunity.

The newcomers are met at the station or airport, regardless of the time of day or night. They are helped to find appropriate housing. During the week they meet their principal, supervisors, superintendents, the mayor, other new teachers. The Board of Education entertains them at a luncheon, the PTA at a picnic. There is an evening party for all teachers, a second party for married teachers, their wives and husbands. They become acquainted with their respective school buildings, the department of instructional materials, the department of child services, the teachers' credit union.

After school has opened, they are invited to a tea sponsored jointly by all teacher organizations at the Art Museum and to a play at the Civic Theatre. A trip is arranged around Mount Hood, with community organizations and individuals furnishing transportation and food. The Propeller Club organizes an educational trip on the Willamette River to acquaint them with the Port of Portland.

Our personnel officials have stated that the induction program is one reason Portland is earning the reputation of a good system in which to teach. They claim it is making a difference in the recruitment and retention of competent teachers.

The third program, our consultant program, was initiated this year. Last July the Board of Education approved the reorganization of the Department of Instruction and the addition of eleven consultants for the elementary field. These consultants are excellent classroom teachers who serve for a period not to exceed two years. Unlike supervisors, they have no quasi-administrative responsibilities, no desks, no secretaries, no telephones. They have a conference room adjacent to the office of the director of elementary

instruction. There they meet at 2:30 on Friday afternoon. Almost 100 percent of their time is spent in schools working with classroom teachers, particularly new teachers. They have neither rating nor inspectorial duties. They are helpers to teachers needing help. Normally they spend at least a half day with an individual teacher. They are doing an excellent job of *improving curriculum through improving teachers*. When they return to their classrooms and are replaced with other excellent teachers, they will form a strong bond between their schools and the central administrative staff.

As part of the reorganization of the department of instruction, it was agreed that one of the three administrators in each of our nine high schools would devote half time exclusively to the improvement of instruction. These high school curriculum administrators meet with me for two hours every other week, at which time we discuss high school curriculum improvement. Supervisors from special areas frequently are present. Under this program, as curriculum leaders in their buildings, these administrators invite rather than reject supervisory assistance.

When we discussed our combined English-social studies program, which is common practice on the ninth grade level and used in part on the tenth and eleventh grade levels, they recommended that we improve the ninth grade program before moving into the tenth or eleventh grades on a system-wide basis. Their reason: teachers were not yet ready for the extension of the program. As a first step they suggested the appointment of a consultant to work exclusively with our seventy-seven teachers of ninth grade English-social studies. They assisted in the selection of the consultant. They helped her analyze the needs of teachers in

their buildings. They encouraged teachers needing help to enroll in the special workshop for ninth grade English-social studies teachers. When I sat in on the workshop recently, I was pleased to find that seven of the twenty-six teachers enrolled came from the high school in which the program had been encountering most resistance.

When the Tillamook Burn project was under discussion, a fabulous and exciting project started last year, in which students are helping to reforest burned-over State timberlands, it was the high school curriculum administrators who attested to the educational worth of the project and recommended that it be continued. It was they who agreed a brochure should be developed on the educational values of the Tillamook Burn project, a brochure designed to explain how the student experiences in this conservation project might be utilized in English, social studies, mathematics, science, guidance, and leadership education. The Tillamook Burn project is a breath of fresh air which should have an influence upon our high school program.

As we work upon curriculum improvement, public understanding and confidence are essential. As public servants it is important for us to continue to remind ourselves that the public schools belong to the public, not to us. They are our schools only because we ourselves are an infinitesimal fraction of the public.

In almost every community in our country there are misguided individuals who, without full knowledge of the facts, are highly critical of public education. Frequently they are aided and abetted by elements which fundamentally are not interested in public education.

But most of the people in most of the communities in our nation believe in public education, have great faith in



our schools, are anxious to support an effective modern educational program. It is our responsibility to keep the public fully informed.

In our system we inform the public through using all of the standard media of communication, and possibly a few more: regular newspaper coverage, five weekly radio programs, speeches to PTA's, Dads' Clubs, and other civic groups on request. We never turn down an opportunity to explain our program to the public. We encourage school visitation by parents and work with PTA study groups. As I indicated earlier, we have lay representatives on our curriculum council.

Last year we began sending home inserts in report cards. Four times a year a message is sent home to the parents of fifty-four thousand children. These messages contain information on such topics as: how we teach the fundamentals, what our aims are for all children, how we provide for individual differences, how we build good American citizens. The most recent insert is being distributed today. It is a letter to parents from Superintendent Paul A. Rehms pointing with forgivable pride to the record of pupil achievement in many fields.

Recently another means of communication to the public has been inaugurated. Four meetings have been held with PTA leaders this year for the sole purpose of discussing curriculum—two meetings with one hundred fifty elementary school PTA leaders, two with forty high school PTA leaders. These meetings are two hours in length, are carefully planned, and allow sufficient time for discussion. The topics are those requested by PTA leaders themselves. The results of unsigned evaluative questionnaires show these meetings are very beneficial. Each group has requested three or four meetings next year.

Probably the most important means of building public confidence is the open Board meeting. In education we desire excellent public relations, yet all too frequently we fail to take the public completely into our confidence. In Portland our Board believes that public business should be conducted in public. All matters except personnel are considered in open meeting. Personnel matters are discussed in closed committee of the whole meetings, but the press is present. There are no star chamber sessions.

We have been told that we can operate on this basis because we have a favorable press. We believe that we have a favorable press because we operate in a manner consistent with sound public policy.

I close by relating a brief personal incident.

In the summer of 1938, as a result of hard saving, Mrs. Ebey and I took a trip to Europe. I recommend the trip, if only for the joy one experiences upon returning home.

We returned aboard an unimposing Dutch liner, the S. S. Veendam. I'm glad that we did. For at two o'clock of the morning we were to dock in New York, we were awakened by the sound of running feet and much chattering. I went on deck in my pajamas and bathrobe. There I saw thirty-five or forty refugees from Nazi Germany huddled together. They had arisen early because they didn't want to miss the entrance into New York Harbor. They didn't want to miss the first glimpse of the Statue of Liberty.

I had seen the Statue of Liberty on other occasions. As a student at Columbia, I had taken a trip to Bedloe's Island and was unimpressed. She was under repair. A renovation project was in progress.

But as I stood among those refugees from Nazi tyranny and saw the God-

dess of Liberty silhouetted against the dawn of that September morning, she was beautiful—a symbol of the greatness of our country—a symbol of all that our country is and can become.

Our country is a great country, constantly improving in opportunities and stature. That's why it's so important that in American education we lift up our sights, that we work with vision

and diligence in developing an educational program worthy of our nation and our times.

If we work with intelligence and fervor, there is reason to believe we shall build a world of peace, prosperity, freedom, human brotherhood. This is the heritage we should leave to our children and youth, who will live to celebrate New Year's Eve of the year 2000.



## PERSPECTIVES WHICH CHALLENGE AND THREATEN<sup>1</sup>

WALTER POPE BINNS

*William Jewell College, Liberty, Missouri*

A DISTINGUISHED friend of mine, addressing a group of students a quarter of a century ago, said, "I had rather live for the next twenty-five years than live a hundred years in any other period of the world's history." A short while afterward he was killed in an automobile accident. I wonder what he would say if he were living today. What about the next twenty-five years?

Wordsworth, speaking of another period in history, said,

Bliss was it in that dawn to be alive,  
To be young was very heaven.

I wonder what Wordsworth would say today. Is it bliss to be alive in this dawn? Is it "very heaven" to be young today?

We are not quite so certain as Wordsworth was—not quite so certain as was my friend of a quarter of a century ago. We are agreed that the day in which we live is one of fearful importance—for good or ill. We have come to an hour in history when we must make decisions that involve the course and the destiny of mankind.

<sup>1</sup> EDITOR'S NOTE.—An address by President Binns at the 1952 General Conference of the American Alumni Council, Sun Valley, Idaho, July 14. Mr. P. Caspar Harvey, Secretary of the William Jewell College Alumni Association forwarded a copy of this address to *THE QUARTERLY* for such use as the editor might care to make of it. Not in the latter's recollection has the North Central Association sharply emphasized the role of the alumni or their official representatives in the amelioration or solution of the crises which, by now, are so typical of higher education's struggle toward its destiny in American life. Therefore *THE QUARTERLY* prints in full President Binns's address to the official representatives of the eleven million college and university alumni of America. William Jewell College has been a member of the North Central Association since 1915.

Browning has an arresting word in his oft-quoted lines,

What were life  
Did soul stand still therein, forego her strife  
Through the ambiguous Present to the goal  
Of some all-reconciling Future?

That haunting phrase, "the ambiguous Present"! Browning was saying that there is no "all-reconciling Future" apart from the intelligent and courageous decisions of this "ambiguous Present."

Not only are we agreed upon the importance of the issues that confront us, but certainly we will find in this group an agreement as to the important part which education is to play. Our concern is not alone with the threat of a shooting war, but with a warfare of ideas, of conflicting philosophies of life. The two-fold task of education in this immediate crisis is, first, to train men and women in the technical skills that are necessary for maintaining our domestic economy while preparing for the eventualities of war and, second, to develop the intellectual and moral leadership that will guide us in the ideological warfare and in the long-range program of the future.

### SMALL PRIVATELY-SUPPORTED CHRISTIAN COLLEGES

It is generally understood that I am invited here today to speak as a representative of the small, privately-supported Christian college. The college with which I am associated is a four-year liberal arts college, with no university features and no professional schools. It has a student body limited to approximately six hundred and fifty. It has high academic standards,

and is committed to a program of Christian education. It is not narrowly sectarian, but it has no apology for its frank Christian committal.

Why should you, alumni secretaries of all types of colleges and universities, be interested in such colleges, and why should you give your thought today to the consideration of their welfare? It is because these colleges have a distinct contribution to make to our contemporary civilization, and because you are in a unique position to do something about it. I would address myself to these two matters—the contribution which these colleges can make, and the part which you can play as alumni secretaries.

#### PRESERVATION OF FREEDOM

1. The privately-supported college has an essential function in the preservation of freedom.

It has been a part of the genius of higher education in America to preserve a balance between the tax-supported and privately-supported institutions. That balance has been shifting in recent years in favor of the public institutions. I do not begrudge one dollar of tax money that has gone to the support of higher education. Indeed, I wish I could feel that all of my tax money were as wisely expended. What I am saying is that it will be a sad day for education and for freedom in America if this trend continues to the point where the private college can no longer survive.

The lure of bigness in the life of the state universities is a peril to their freedom. As they grow larger, there is ever the need for more and larger appropriations. With these larger appropriations come more conditions attached to the spending of the money, more demands for control, more political influence on education, more insistence that the university shall re-

flect the attitudes of the government in power. The inevitable result of such a trend must be the danger of creeping socialism and a growing dependence upon the state. The threat upon the freedom of the university is both academic and economic.

I do not claim to know all the answers to this problem. I suggest that one answer is to welcome and aid the strengthening of the private colleges. They are in a peculiar position to help preserve the freedom of thought and action which is precious alike to those who teach and study in public and private colleges and universities. When you become concerned about your cherished freedom in the large state university, it will be some comfort to know that not far away are these smaller privately-supported colleges that love freedom with a passion closely akin to yours.

In this appeal for the recognition of a genuine community of interest, I would suggest that we discourage cut-throat competition between state and private institutions in the recruiting of students. In making that suggestion, I fully realize the danger of having my motives misunderstood. When Noah was driving the animals and fowls into the ark, the rooster found himself being jammed and crowded on the gang-plank. He was thoroughly alarmed, and all the more so because he was standing next to the elephant. As all the animals began to move toward the ark, he turned to the elephant and said, "Let's be careful, big boy, and not tromp on one another!" Even at the peril of being misunderstood, I would repeat that our common interest in freedom should lead us to appreciate the importance of preserving that relative balance between public and private and between large and small institutions which, from the beginning, has been a part



of the genius of higher education in America.

There is one phase of cut-throat competition in which alumni secretaries can exert great influence. I refer to the newly-developed "scholarship racket." It used to be that scholarships were given to the deserving who could not otherwise go to college and who possessed great talents for college education. Now, students shop around for the highest offer. Sons and daughters of well-to-do parents play this racket. Some of our private colleges are making almost indiscriminate offers of scholarships. There is a law of diminishing returns in this practice. Some of the private schools will "scholarship themselves to financial ruin," if the practice is not curbed or controlled by sound sense. Even tax money is being used to make scholarship offers that were never contemplated by the state legislatures.

#### EFFICIENT TEACHING OF UNDERGRADUATES

2. The small college can make a distinctive contribution to efficient teaching on the undergraduate level. The most familiar of all illustrations in the discussions of education is that of Mark Hopkins and the student on a log, but we do need to remind ourselves that we can get the log so long that Mark Hopkins and the student are out of touch with each other. One of the advantages of the small student body is just that—it makes possible a personal contact which is the very foundation of the educational process.

No one could intelligently question the need of the large universities. They must be the centers of scholarly research. They must maintain the schools for professional training. Students from the small colleges throughout the nation will look to the universities as the end of their dreams in scholarly at-

tainment and in equipping themselves for service in business and in the professions. It is on the undergraduate level that the small college has its opportunity to function in a manner of which it need not be ashamed. Here the student not only has a better chance to come in close relation with the communicating personality of the highly cultured teacher, but he also has a better opportunity to know his fellow students and to be known by them. In his immature years, he has the congenial environment for self-expression, the associations which enable him to find himself, to discover and develop and test his powers. It is no accident or mere matter of chance that these small colleges have produced leaders out of all proportion to the size of their student bodies.

Again, I am not making an issue of conflict or rivalry between the large and small institutions. Rather the opposite. The two types of educational institutions have a community of interest. The small colleges that maintain high academic standards are the best source for recruiting graduate students for the large universities.

#### OVEREMPHASIS UPON "OBJECTIVITY"

3. The small, privately-supported college—and particularly the Christian college—can take the initiative in a much needed challenge to the current overemphasis upon "objectivity" in education. Among thoughtful people, there is a growing concern over the mass morality of the American people, corruption in high places and low, the apathy of the electorate, mass hypnosis in politics, vacillating opinions on matters of opinion, a national cynicism which says that every question has two sides and that there is not much to choose between the two sides. This is in part the result of an educational philosophy which has gained currency

in recent years through the influence of certain well-known educational leaders.

I shall not enter into an argument as to whether the prophets of "progressive education" have been misinterpreted by their disciples or misunderstood by the public, I have only to say that "objectivity" has been carried to an extreme and that it has borne ill fruit. The teacher who is neutral on every question is no real teacher. It is not a requirement of intellectual respectability that one should be completely objective about integrity, justice, honesty, decency—or even about more controversial issues concerning democracy, human rights, individual responsibility and the freedoms guaranteed in the American Constitution. We need a dynamic teaching which leads to robust beliefs, strong convictions, and vigorous faiths. We need to repudiate the type of teaching which a friend of mine has said is turning college students into "intellectual eunuchs."

Without any invidious comparisons with other types of institutions, I can express the belief that we can trust the leadership of the smaller Christian colleges in this much needed emphasis. We can well abandon some of our morbid fear about the danger of "indoctrination" in education. There is nothing essentially wrong about indoctrination—provided it is intelligent indoctrination. We are just now in the midst of a national political campaign where the very air we breathe is filled with indoctrination. The most conservative newspapers, the most respectable magazines are indoctrinating with all their might and the most entertaining features are crowded off the television screens by the indoctrinators. No one objects to that. Why should the colleges feel that they must observe strict neutrality on every vital

issue for fear of someone doubting their intellectual objectivity?

#### MORAL AND SPIRITUAL ELEMENTS

4. The Christian college can place the needed emphasis upon the moral and spiritual element in education. This century has experienced more scientific development than any other period in all human history. We have made marvelous progress in the mastery of the scientific means by which we live. Our problem is that we have not made a corresponding progress in understanding the ends for which we live. We have mastered the forces of nature and made them serve our purpose in all manner of physical conveniences. We have not kept pace in our interpretation of the meaning and purpose of life. Dr. Robert A. Millikan, winner of the Nobel Prize in physics, said that the world could well afford to declare a moratorium of fifty years in scientific progress, and profitably spend those fifty years catching up in spiritual progress. Wise man that he is, Dr. Millikan knows that there will be no moratorium on scientific progress. We are on the threshold of the greatest period of scientific progress we have ever known. The only hope is that education will wisely interpret the situation and will assume its responsibility along with the church and the home in emphasizing the moral and spiritual values of life.

We have already said that moral conviction is essential if education is to meet the needs of the whole man. It must now be said that the soundest moral character ultimately rests upon the foundation of religious faith.

It is a highly controversial question as to how far a tax-supported institution can go in encouraging religious teaching without violating the American constitutional principle of separation of church and state. The Supreme



Court has recently handed down decisions which set certain definite limits. I am in hearty agreement with those decisions. We cannot use tax funds to support the teaching of religion. To do so would violate the rights of taxpayers who differ in their religious beliefs. It follows also that tax-supported schools should not adopt attitudes hostile to religion. There is no provision of the Constitution or principle of government that would prevent teachers or students in state colleges from being actively religious in all their personal relationships. There are many legal ways in which the churches can carry on effective religious programs among the personnel of state institutions. It is not the desire of any intelligent person that religious character and conviction shall be confined to those students who attend church-related colleges.

All of that having been said, it remains that the Christian college is in a unique position to provide the definite religious teaching which is the strongest force to produce the moral character so desperately needed in American life today. Without embarrassment, these colleges can teach Bible courses and courses in Christian ethics. The teachers of such courses should be as competent and as highly trained as any other teachers in the college. Courses in religion must be conducted on a high intellectual level, or they will not command the respect of the students. When they are so conducted, they will not suffer by comparison. They will have their rightful place of respectability in the liberal arts curriculum and will contribute that "something extra" in the development of character.

In discussing the distinctive contribution of the small liberal arts Christian college, we have suggested some of the perspectives which chal-

lenge and threaten education in general. The problems are those that concern all educational institutions alike, the large and the small, state schools and private schools.

#### WHAT ALUMNI SECRETARIES CAN DO

What can the members of your organization do about these matters? Much in every way. The problems are the concern of colleges and alumni alike. We have all heard references to the "ivory tower complex" and the "vested interests of campus bureaucracy." Whether we would plead guilty or not, those of us at whom these shafts have been directed are ready to recognize that we need a better communication and understanding between the institutions and their alumni. The alumni can make a useful contribution as they bring their thought to bear upon the problems of education, as they share their wisdom and the result of their experience and observation. Some alumni groups are already doing this, and some are doing it better than others.

There are times when the college administration would even welcome "pressure" from the alumni, especially when that pressure is exerted in the interest of high educational standards and positive moral values. It is an unwarranted reflection upon the intelligence of the alumni to believe that their only interest in the college is reflected in the winning record of the football team. The alumni are interested in more important matters concerning the character and work of the college. The fault has been that we have not kept open the channels of communication. We have not developed to the highest degree the methods and facilities for stimulating and interpreting alumni thought.

You alumni secretaries are in position to perform that needed function.

On the campus, you have a position of detachment which should enable you to interpret and evaluate the college program. While you are not charged with the direct duty of determining college policy, you should have a position where you are consulted about general policies. This consultation gives you the opportunity to express the alumni viewpoint. As liaison officers, you can interpret the college to the alumni and the alumni to the college.

Having been present when policies were determined, you can become active advocates for the college with the alumni and with the public. This advocacy does not have to deal always in glittering generalities. While you may recoil from the suggestion that you should be money-raisers, we need to remember that financial support results from all sorts of indirect influence. No college is going to succeed in public financial support very far beyond the success of its public relations—and good public relations begin with the alumni.

It is not mine to spell out the methods by which you are to mobilize alumni wisdom and support in behalf of the colleges. You are experts in that field. I am here only to say that there are more ways in which you can serve the cause of higher education than merely to promote the alumni fund, important as that is.

I want to express my appreciation as a college president for the successful manner in which you have developed the Living Endowment plan which encourages the alumni to make annual contributions to the current support of the colleges. The further development of this plan will provide a permanent source of revenue which will be a substantial aid to the colleges in the trying days ahead. It will do far more than that. It will enlist the active

and intelligent interest of the alumni in all that pertains to the welfare of the colleges. There is no surer way of inspiring the loyalty of an individual to a cause than by inducing him to make a contribution of money to that cause. This was said long ago upon high authority, "Where your treasure is, there will your heart be also." When a man begins to give money annually to his college, he is going to follow those gifts with his interest. He will want to know how his money is being expended. He will study the program of his college, its plans and its needs. He will begin to give his time, his thought, his loyalty. He will share with his college the results of his business experience. In the end, he will make contributions more valuable than his monetary gifts.

Not only can you promote the alumni funds for the current support of the colleges, and not only can you act as liaison officer and interpreter between the college and the alumni, but you can keep open the channels of communication by which to encourage alumni speakers to return to the college and deliver their messages personally. Do you believe in individual freedom and do you see that freedom endangered? Bring back from the active ranks of business and the professions intelligent alumni who can preach the doctrine of freedom. Do you believe that your college should be a positive force in the development of good citizenship and sound morals? Bring back alumni speakers who will strengthen the convictions of faculty and student body and will encourage the college to speak out boldly on these questions. Do you believe that character must be undergirded by vigorous religious faith? Encourage the visits of alumni who are themselves living examples of vital faith in action.

## AN ACHIEVEMENT DAY FOR ALUMNI

At the college of which I am president, we inaugurated eight years ago an annual Achievement Day which has a two-fold purpose: 1. To honor a group of five alumni who have achieved distinction in various fields of endeavor, and 2. To set up an educational forum by which members of the student body can receive inspiration and advice from those alumni who are leaders in the fields in which

the students plan to build their careers.

Our experience in these eight years has so enriched the lives of our students as to give us a new conception of the possibilities in contacts between alumni and students. You members of this organization are the men who can further explore these possibilities and chart the course of future progress. I salute you as together we face that future.



## RECENT DEVELOPMENTS IN ACCREDITING<sup>1</sup>

MANNING M. PATILLO, JR., *Associate Secretary*  
*Commission on Colleges and Universities, North Central Association*

IN THE early years of the accrediting movement the organization and practices of the "standardizing" agencies, as they were then called, were relatively simple. The number of agencies was quite limited, and their standards were largely confined to institutional characteristics that could be appraised in arithmetic terms. There were several regional accrediting agencies, such as the Southern Association of Colleges and Secondary Schools and the North Central Association of Colleges and Secondary Schools, and a few well-established professional accrediting agencies, such as the American Medical Association and the American Bar Association. The following requirement of the North Central Association in 1925 typifies the accrediting standards that were in effect during this period: "The college, if a corporate institution, shall have a minimum annual income of \$50,000 for its educational program, one-half of which shall be from sources other than payments by students, and an additional annual income of \$5,000, one-half of which shall be from sources other than payments by students, for each 100 students above 200." The purpose of such standards was to bring about some degree of uniformity in the practices of colleges and universities and to protect the public and the educational world from institutions that were gross-

ly mismanaged or underfinanced.

Following World War I, there was a tremendous growth in the size, number, and curricular complexity of American higher institutions. The purposes of colleges and universities became much more varied. The simple pattern of the liberal arts college and professional programs in a few fields gave way to much greater diversity in student bodies and in the courses offered. The junior college and the university with a hundred specialized curricula emerged as significant institutions. Whole new professions and vocations developed and were represented by corresponding schools and colleges within complex universities. Schools of pharmacy, social work, librarianship, business administration, forestry, journalism, pedagogy, and veterinary medicine blossomed and became highly organized fields of study. The educators and practitioners in all these areas and many others actively promoted the specialized curricula in which they were interested. One of the means they employed was the accrediting agency. A host of professional accrediting bodies was set up to secure higher academic standards and more generous financial support for dozens of professional and vocational programs of study.

At the same time that this was going on, the North Central Association was revolutionizing its whole approach to accrediting, moving away from the standardizing idea with its highly specific requirements, toward a generalized kind of evaluation in which much more educational judgment was demanded in accrediting and in which an

<sup>1</sup> EDITOR'S NOTE.—An address delivered at the Sixth Annual Meeting of the Accrediting Association of Bible Institutes and Bible Colleges, October 17, 1952, Chicago. This article should be read in connection with the following one by Mr. Burns in which plans recently adopted by the Executive Committee within the general framework mentioned by Mr. Patillo are discussed.

institution was appraised in the light of its own objectives. Thus, the increasing diversity and complexity of American higher education were reflected in a corresponding diversity and complexity in the accrediting movement, but, for the purposes of our present discussion, the important thing to note is that this diversity and complexity in accrediting came about through the establishment of *new* agencies rather than the elaboration of existing procedures and agencies.

All of this created a practical problem for the administrator of a university that offered many professional curricula. He now had to deal with and satisfy the requirements of a number of accrediting agencies. There were literally dozens of agencies exercising the accrediting function. In some cases the requirements of one agency were detrimental to the interests of other agencies, and the administrator was in the unhappy position of trying to satisfy everyone. Moreover, the burden of filling out questionnaires and submitting to examination for these agencies was costly in money and staff time. As a result, there emerged a movement against the accrediting movement. This was chiefly sponsored by institutions of complex organization, which had to deal with many accrediting agencies.

The original opposition to accrediting as such has in recent years subsided considerably, and the general concern over accrediting abuses has now taken the form of efforts to consolidate accrediting agencies and simplify their procedures. The organization which is most active in this connection is the National Commission on Accrediting. This body, under the leadership of Chancellor Gustavson, of the University of Nebraska, and President Marvin, of George Washington University, has a membership comprising

most of the member institutions of six non-accrediting educational associations. It is proposing that the regional associations serve as coordinating agencies in the whole field of accrediting. The specialized agencies would increasingly merge their efforts with those of the regional agencies, and eventually, under this proposal, the regional agencies would handle all accrediting relationships with individual institutions. The reorganization of the regional and specialized agencies to accomplish this unification would, of course, be a gradual process extending over a period of years.

Some of the regional agencies have made it clear to everyone concerned that they are not in a position to assume all or most of the specialized accrediting functions immediately. The regional agencies have, however, expressed their willingness to cooperate with the National Commission on Accrediting and the specialized agencies in working toward a solution of the accrediting problem. Specifically, this kind of cooperation would be directed toward the following ends: (1) a reduction in the number of questionnaires and other forms that institutions would be asked to fill out for accrediting purposes; (2) coordination in the examining of institutions, so that an institution would not be subjected to continual surveys and investigations by different agencies at different times; (3) a greater uniformity in accrediting procedures and philosophy; (4) a reduction in the cost of accrediting; and (5) a greater concern on the part of accrediting agencies for the over-all educational welfare of an institution, as contrasted with a specialized interest in particular subject-matter areas without regard for total institutional policy.

There are four other agencies, in addition to the National Commission

on Accrediting, that should be mentioned in our discussion of recent developments in accrediting. The first of these is the National Committee of Regional Accrediting Agencies. This committee is composed of representatives of each of the six regional associations. It meets informally from time to time and is primarily a group for the discussion of general accrediting problems and for the exchange of ideas among the six agencies. It publishes a national list of the institutions accredited by all six agencies. It has been active in relationships between the regional associations and the National Commission on Accrediting.

The other three agencies involved in accrediting at the present time are the state approving agency for veterans' education (one college approving agency in each state); the Veterans Administration, which is responsible for the handling of veterans' educational benefits; and the U. S. Office of Education, which, under the new Korean veterans law, has responsibility for assisting the Veterans Administration in the approval of institutions in which veterans may enroll.<sup>1</sup> It is not yet clear what precise relationship these agencies will have to one another in connection with the approv-

al of institutions, but it appears that the primary responsibility for institutional approval rests with the state approving agencies. One of the duties of the Office of Education, as set forth in the law, is to publish a list of recognized accrediting agencies for the guidance of the state approving agencies. As I understand it, this list is suggestive and not binding on the state agencies. The first such list has now been published; it includes the six regional associations and the better known professional accrediting agencies, a total of twenty-eight agencies.

It should be apparent from this brief outline of recent developments in accrediting that the situation is quite confusing at the present time. There are many currents and cross-currents. I am sure that we shall see major changes in the whole field of accrediting in the next ten years, but no one is in a position to predict exactly how accrediting will be organized in the future. I should be willing to hazard a guess that there will be fewer agencies engaged in accrediting, that there will be much closer cooperation among these agencies, and that we may witness increasing concern on the part of many persons and institutions over the role of the Federal Government in accrediting. I am sure that all of us who are connected with accrediting agencies, of whatever type, have a great deal of constructive work to do.

<sup>1</sup> EDITOR'S NOTE.—In this connection see "Criteria for Determining Nationally Recognized Accrediting Agencies and Associations" in Association Notes and Editorial Comment, this issue of *THE QUARTERLY*.



## ACCREDITING ENTERS A NEW PHASE

NORMAN BURNS, *Secretary*

*Commission on Colleges and Universities, North Central Association*

FOR APPROXIMATELY one-half a century accreditation by voluntary, extra-legal agencies has been a characteristic of the American educational scene. Its accomplishments in improving education in general, and in up-grading the educational programs for the preparation of practitioners of the several professions, have been noteworthy.

However, to college and university administrators, accrediting has not been an unmixed blessing. The major criticisms of accrediting have been set forth previously in *THE QUARTERLY*.<sup>1</sup>

They may be summarized as follows:

1. Accrediting agencies, as they have grown in number and in power, have invaded the jurisdiction of legally constituted institutional authorities. This they have done by setting up requirements governing the particular programs with which they are concerned without sufficient regard for the necessity of maintaining a well-balanced institutional program.

2. A number of the agencies are dominated by practitioners rather than educators. The danger in this, from the point of view of many educators, is that an organized group of practitioners may use accrediting, not only for protection of the public through insistence on adequate educational programs, but also to protect the profession through restriction of the number of persons to be prepared to practice.

3. Too often, accrediting agencies, in the interest of standardizing educational programs, have unduly restricted the freedom of educational institutions to experiment in the development of better ways of carrying on the educational process.

4. The large number of accrediting agencies and the lack of coordination among them has posed vexing problems for administrators with regard to examining, reporting, and financing.

It is with these problems that the National Commission on Accrediting,

an organization of college and university administrators representing most of the higher institutions of the country, has been concerned. After many months of study the Commission has reached the conclusion that the solutions to these problems lie in the gradual assumption by the regional accrediting agencies of responsibility for all accrediting. Since the regional agencies are general accrediting agencies which attempt to appraise an institution in its entirety, the present fragmentation of an institution by a number of separate and autonomous accrediting agencies could then, the Commission reasons, be replaced by an institution-wide approach to the problem of evaluation. Furthermore, since the regional accrediting agencies are associations of educational institutions, educational administrators would be in control of all aspects of the accrediting process. Finally, under this plan, the evils growing out of the lack of coordination among the several agencies would automatically be eliminated, at least within each of the territories served by regional agencies.

At its meeting on October 25, 1952, the Executive Committee of the North Central Association, on recommendation of the Board of Review of the Commission on Colleges and Universities, accepted the proposal of the National Commission that the regional agencies begin to work toward the eventual assumption of responsibility for all accrediting, general as well as professional, in the field of higher education. The other regional agencies have either accepted or will shortly accept the National Commission's plan.

It must be recognized that adoption

<sup>1</sup> Proceedings of the Commission on Colleges and Universities, Report of the Commission, *North Central Association Quarterly*, July, 1952, p. 15.

of the proposal for an extension in the scope of the activities of the regional associations poses serious problems at the level of policy as well as at the level of practical operation. The major problem at the policy level, at least so far as the North Central Association is concerned, has to do with the apparent need for redefinition of the concept of total institutional accreditation. For many years the Association's Commission on Colleges and Universities has operated on the principle of evaluation of an institution as a whole. The "whole" of the institution has not, under our policy, been defined as the sum of its parts. Rather, the Commission has employed certain general, institution-wide criteria dealing with clarity and acceptance by the faculty of the institution's purposes and the appropriateness of those purposes to the clientele, the consonance of the administrative organization with accepted principles of administration, the general competence of the faculty as determined by certain general measures of quality, the general effectiveness of the curriculum organization and of the instructional program, the usefulness of the library as a part of the instructional program, the quality of the student personnel program, and the adequacy of the financial support. Accreditation in these terms means that, in the Commission's judgment, satisfactory institutional arrangements for carrying on the educational program have been made. It means that in arriving at a decision to accredit or not to accredit an institution, elements of strength are weighed against elements of weakness in the areas set forth in the foregoing paragraph. Thus, accreditation of an institution as a whole or, as it is sometimes called, general accrediting, has not involved appraisals of individual curricula or courses of study offered by institutions.

If, however, the North Central Association is to assume responsibility for the accrediting activities now carried on by agencies concerned with particular programs of professional education, it is doubtful that this concept of total institutional accreditation can be defended. It will no longer be enough to say that, *in general*, the arrangements made by an institution for the education of its students are satisfactory. On the contrary, it will be necessary that the Association concern itself with the quality of individual programs of study in the several professional fields. To do otherwise would be detrimental to the public interest which demands that society be protected against inadequately prepared practitioners in the several professions.<sup>1</sup> It might, of course, be argued that an institution in which, in general, the conditions essential to the conduct of a good educational program are present, can be depended upon to do satisfactory work in each course of study included in its curricula. Unfortunately, however, the facts do not always support this contention. Competition for students and funds, institutional ambition, expectations of the constituents, and other internal or external pressures may sometimes lead to the establishment and maintenance of one or more programs of study which are somewhat less than adequate. So long as there are specialized agencies carrying on accrediting activities in the various professional education areas, the existence of relatively weak areas in an otherwise acceptable institution need not be a matter of particular con-

<sup>1</sup> We are concerned here only with those specialized and professional fields of study where the social interest is clearly served by improving the quality of performance on the part of practitioners. There are some agencies engaged in accrediting which serves no useful social purpose. Such accrediting activities should be discontinued entirely.

cern to the general accrediting agency. It is true that professional agencies have not in all cases employed defensible criteria in evaluating educational programs. It is true that they have in some cases been so concerned with standardizing that they have restricted legitimate experimentation. It appears that they have in some instances been motivated by considerations other than the improvement of education. Nevertheless, these agencies have provided the machinery through which the public could be protected against inadequately prepared practitioners. If they are to pass from the scene as accrediting agencies, and their functions are to be assumed by the regional, general accrediting agency, such machinery must be provided by the regional agency.

A number of problems at the level of operations stem from the theoretical considerations discussed in the foregoing paragraphs. For one thing, the discontinuance of accrediting activities by the professional agencies would, of necessity, result in the discontinuance of lists of institutions whose programs of professional education were approved by those agencies. There would then be but a single list of accredited institutions in each region of the country, that of the appropriate regional agency, which would be composed of institutions "accredited as a whole." This is one of the goals of the National Commission on Accrediting: that there be but one list of institutions so accredited.

But if the regional association were to include on the list, without qualifying comment, an institution which was in general satisfactory but in which one, or more, of the programs of study was something less than satisfactory, it would be derelict in discharging its obligation to provide information to which the public is entitled. It might, of course, exclude such an institution

from the list and would probably be justified in doing so if the weakness in a particular area persisted over a period of time. However, such a policy would, in many instances, work a hardship on a reputable institution which was working toward the building up of a new program of study or the strengthening of a weak area. Another alternative would be to publish a list with qualifying comments, where appropriate, as to the area or areas in the institutions which were not of satisfactory quality. But this, in effect, would mean that there was more than one list of accredited institutions.

Another problem area relating to the assumption of responsibility by the regional agency for all accrediting within its region involves the nature of the relationships that should exist between the regional agency and the several professional groups. If the regional agency is to be effective in evaluating those professional programs with which it must be concerned, it must either develop its own professional staff in each of the several areas or it must look to the existing professional groups for the necessary technical competence. Adoption of the latter policy, which is clearly the preferable alternative, would seem to mean that the regional association would, in effect, be a coordinating agency in the field of professional accrediting. As such, it could eliminate many of the annoyances growing out of the uncoordinated activities of a number of completely autonomous agencies. It could also scrutinize the criteria proposed by the professional groups from the point of view of their probable validity as indicators of quality. However, once satisfied that the criteria were of the proper kind, the regional association must in general be prepared to accept the judgment of the professional people as to the adequacy of a given program. It



does not have the resources in the technical aspects of these fields to do otherwise. It follows from all this that accrediting in professional fields and by professional personnel in the several fields is not to be eliminated but is rather to be coordinated under the regional agencies. This is a point which, judging from some of the current discussion of the plan of the National Commission on Accrediting, is not clearly understood.

The procedural problems mentioned here will not be easily solved, and there will be others equally difficult of solution which will arise as the plan is

put into operation. They will be impossible to solve unless all those concerned can agree on a sound and defensible theory of accrediting. If the plan of the National Commission on Accrediting is to be put into successful operation, the prime need in developing a workable theory of accrediting is a commonly accepted definition of the term "accreditation of an institution as a whole." The term has been frequently used in discussions of the new plan of accrediting, but without common understanding—in fact, with little if any discussion—of its meaning under the new set of conditions.

## THE NEW ATHLETIC REGULATIONS

J. B. EDMONSON, *Chairman, Committee on Athletics*

MANY college officials and faculty members are asking the question, "Will the North Central Association be able to secure acceptance of its new athletic regulations?" On the part of some there appears to be the belief that the new criteria are nothing more than hopes and pious pronouncements. Other persons seem to expect failure in enforcement and still others are confident that the Association will meet with success in its efforts to re-orient athletics and thus eliminate bad practices. If high purposes plus careful planning and follow-through can insure good results, there can be no doubt about the outcome of the Association's attack on corrupting practices in intercollegiate athletics. This article reports some of the activities of the Committee on Athletics and is designed to strengthen the faith of those who want the Association to achieve real success in its program of reform.

Problems of intercollegiate athletics are not new to the Association. In January, 1932, the writer, as president of the Association, called a conference on athletics. Presidents of selected higher institutions and representatives of intercollegiate athletic conferences participated and most of the present abuses in intercollegiate athletics were identified. At the Annual Meeting of the Association in March, 1933, a report on physical education and athletics was submitted. (See *North Central Association Quarterly*, June, 1933.) This report was based on extensive studies of practices and contained a set of minimum standards for intercollegiate athletics. While these were brought to the attention of member higher institutions, no vigorous effort

was made by the Association to enforce them.

In the revised manual on accrediting issued in 1941, a section was devoted to athletics in which notice was given that the Association was actively concerned about athletic practices and policies, especially those related to admissions, eligibility, scholarships, loan funds, administrative organization, financial control, and financial policies. Many institutions were advised to correct unsatisfactory athletic conditions, but it must be admitted that vigorous actions were not taken by the Association against persistent offenders.

At a meeting of the Commission on Colleges and Universities of the Association in March, 1951, searching questions about bad athletic conditions in colleges were raised by Superintendent Gene Youngert, of the Oak Park and River Forest High School. His views were shared by other members of the Commission and a resolution was adopted requesting that the Executive Committee appoint a special committee to advise the Association regarding the role that it should play in efforts to eliminate bad practices in intercollegiate athletics. The Executive Committee approved the request but modified the resolution to include *inter-scholastic* athletics. In July, 1951, President George Rosenlof of the Association named the following Committee on Athletics: Professor Lowell B. Fisher, University of Illinois; Principal Glenn O. Ream, Albuquerque, New Mexico; Superintendent Gene Youngert, Oak Park, Illinois, Secretary; and Dean J. B. Edmonson, University of Michigan, Chairman.

The Committee on Athletics made

a study of previous policies of the Association and conferred with some of the leaders who had contributed to the earlier athletic reports, including President Emeritus H. M. Gage, of Coe College, President Emeritus Walter Morgan, of Western Illinois State Teachers College, and Vice President B. L. Stradley, of Ohio State University. The Committee also held informal conferences with officials of the National Association of Secondary School Principals, the National Federation of State High School Athletic Associations, the National Collegiate Athletic Association, and the Western Intercollegiate Athletic Conference.

One of the most significant decisions of the Committee during its first year was to hold an invitational conference on intercollegiate athletics. This conference was held in Chicago on December 1, 1951. Invitations were extended to seventy-five persons and there was an attendance of seventy-two, ten of whom were from national committees and from other regional accrediting associations. At the conference on December 1, 1951, strong support was expressed for the viewpoint that athletic competition can make a valuable contribution to the educational purposes of higher institutions only when the programs are an integral part of the total educational program and under the firm control of those responsible for instruction. Much support was also expressed for affirmative actions by the North Central Association. There is no doubt that the December conference has had a profound influence on the athletic policies adopted by the Association as well as on the decisions of other organizations and committees represented at the conference.

Following the December conference the Athletic Committee devoted much time to working with officials of the Association on a restatement of the

athletic criteria of 1941 as well as policies relating to interscholastic athletics. At the Annual Meeting of the Association in April, 1952, the Committee on Athletics submitted a report proposing that the Association should recognize as basic evils (1) laxity in admission requirements for athletes, (2) tricky practices in recruitment, (3) purchasing of prospective players through athletic scholarships and grants in aid, (4) low standards of sportsmanship on the part of players and audiences, and (5) lack of genuine faculty responsibility for athletic policies.

The Committee advised that the Association should adopt new athletic regulations and should place greater weight on these in the future accreditation of higher institutions. The new athletic criteria were drafted by the Board of Review of the Commission on Colleges and Universities and were approved by the Commission. At the meeting of the Association on April 1, 1952, *unanimous approval* was given to the new athletic criteria as well as to the proposal that these should be given special weight in the future accreditation of higher institutions. The regulations were made effective on September 1, 1952.

The new athletic regulations are much more comprehensive and more exacting than the proposals of the Presidents' Committee of the American Council on Education as published in February, 1952. A study of the complete text of the new regulations will reveal that they are designed to promote a fundamental reorientation of intercollegiate athletics in many institutions with emphasis on educational values. When the purposes of the athletic programs of institutions are consciously educational—that is, designed to improve the participants as persons—then the problems of admissions,



recruitment, athletic scholarships, and sportsmanship are solved almost automatically. Where these problems loom large there is circumstantial evidence that the purposes of athletics are being perverted. What distinguishes a quality institution is its determination to make every phase of its program, including athletics, contribute maximally to the education of students. To the extent that a college or university directs its athletic program to other ends, to that extent it is sacrificing educational quality. This is the essential meaning of the new athletic regulations and the frame of reference within which they should be considered.

Certain features of the new athletic regulations deserve mention. First, athletic programs will in the future be judged by the Association in terms of their contributions to educational purposes. Second, the Association will insist that athletics be considered an institution-wide responsibility of the faculty. Third, the new athletic regulations will be *enforced* through the *regular accrediting machinery* of the Association and an unsatisfactory athletic situation may be the cause for the denial of further accreditation.

Some of the athletic policies may be summarized as follows:

1. Every accredited higher institution is expected to have a printed account of the purposes and scope of its athletic program.
2. The chief administrative officer of a college or university will be ultimately held responsible by the Association for the wholesome conduct of intercollegiate athletics.
3. Members of the coaching staff are expected to be regular members of a college staff with the same tenure rights and other privileges as other faculty members.
4. Special efforts to recruit students because of athletic prowess are condemned as "unworthy" of an institution of higher education.
5. No special consideration by lowering standards is to be extended to athletes seeking admission to a college.
6. Athletes are expected to meet the same academic requirements as other students and are expected to make normal progress toward degrees or diplomas in order to be eligible.
7. The subsidization of athletes is strongly disapproved especially athletic scholarships and "free rides" through college.
8. Outside organizations or clubs that engage in recruitment or subsidization for a college are disapproved.
9. While bowl games and spring practice as such are not mentioned in the criteria, long practice sessions and frequent trips that interfere with the educational interests of athletic participants are disapproved.
10. The financial control of intercollegiate athletics is expected to be similar to the control of the other financial activities of a higher institution.
11. It is expected that a college or university will strive to maintain a good reputation for fine sportsmanship.
12. An accredited college or university is expected to refrain from practices that may affect adversely the efforts of high schools to maintain clean athletics, such as abuses in recruitment, subsidization and circumvention of admission requirements.
13. If the publicity issued by a member institution gives such prominence to intercollegiate athletics as to obscure academic activities and achievements the Association will be very critical of that institution's educational policies.

At the 1952 meeting of the Association, the Commission on Secondary Schools adopted recommendations designed to reinforce the new athletic regulations. These proposals endorsed the recommendations adopted by the National Association of Secondary School Principals at the Association's meeting in Cincinnati in February, 1952, which defined good practices in matters of recruiting students and condemned tryouts for high school athletes, athletic scholarships, and tricky handling of admissions.

Following the meeting of the Association in April, 1952, the Executive Committee discharged its Athletic Committee and created a new committee with the responsibility for building understanding and support for the new

athletic policies. This Committee was named in April, 1952, and consisted of the following officials of the Association: Norman Burns, Secretary of the Commission on Colleges and Universities; Lowell Fisher, Chairman of the Commission on Secondary Schools; Manning Pattillo, Associate Secretary of the Commission on Colleges and Universities; Eugene Youngert, Member of the Commission on Colleges and Universities; and J. B. Edmonson, Member of the Commission on Colleges and Universities, Chairman.

The new Committee has devoted much time to acquainting member institutions with the new athletic criteria. In addition to complete coverage by the *North Central Association Quarterly*, three thousand copies of a bulletin entitled "An Interpretation of the Revised Policy on Intercollegiate Athletics of the North Central Association" have been distributed. Articles relating to the criteria have appeared in the newspapers and in college publications. An article by Dr. Manning Pattillo was published in the *Bulletin of the American Association of University Professors* in December, 1952. A summary of the athletic criteria appeared in *School and Society*, and the same summary was published in the *Sports Weekly*, which is distributed to fifteen thousand directors and coaches in colleges and high schools.

Proposals for securing the acceptance of the new athletic criteria were presented by committee members at a conference of State Chairmen held at Albuquerque, New Mexico, on October 1, 1952. At that time the recommendation was made that state associations of principals should be encouraged to discuss the new regulations in terms of the special interests of the secondary schools. The writer has since learned that such discussions have gone forward in several states, including Illi-

nois, Michigan, Minnesota, and New Mexico.

The Committee on Athletics, through Dr. Norman Burns of the Commission on Colleges and Universities, has established contacts with the other accrediting associations. Materials have been furnished, sometimes in quantity, to officials of these associations. The athletic policies were discussed at a conference of the officers of the Regional Accrediting Associations held in Chicago, October 26, 1952. The chairman presented the athletic criteria at a meeting of the School for Executives sponsored by the American Association of Colleges of Teacher Education at the Michigan State Normal College in August, 1952.

The work of the Association in the field of athletics was presented by the chairman at a meeting of the Executive Committee of the Educational Policies Commission of the N.E.A. in Washington, October 20, 1952. Through the chairman the new athletic policies of the Association were presented to the Council of the American Association of University Professors at a meeting in Washington on November 22, 1952. The chairman has also had two conferences with Mr. Ernest Stewart, Jr., Executive Secretary of the American Alumni Council, relative to the part that college alumni organizations might play in eliminating undesirable alumni interference in college athletics.

The chairman discussed the North Central policies at the annual session of the Association of Sports Writers of America in Chicago, August 15, 1952. Following his presentation, the Association directed its Committee on Ethics to formulate a series of recommendations regarding the appropriate role of sports writers in efforts to maintain intercollegiate athletics on an amateur basis.

The Committee on Athletics is now making an analysis of the purposes of the athletic programs as adopted by member institutions of the Association as well as an analysis of the major activities of the intercollegiate athletic conferences serving colleges in the North Central states. A check list on athletic policies for faculty use will be available soon.

The North Central Association, through its Committee on Athletics, has exhibited an active concern about the efforts of other regional and national groups because it has recognized that wide-spread support for clean athletics would help to increase the effectiveness of the Association's work.

Several influential groups have already taken constructive actions. At the meeting of the American Association of University Professors in Philadelphia on March 26, 1952, a resolution was adopted relating to intercollegiate athletics. The resolution was published in the proceedings of the thirty-eighth annual meeting and is, in part, as follows:

The role of intercollegiate athletics in student life and the effect of intercollegiate athletics on student scholarship and conduct are of great importance in higher education. Rightly conducted, intercollegiate athletics should engender respect for good sportsmanship and an appreciation of moral values. On the other hand, ethical cynicism and disrespect for the institution will follow if students believe that the administration and faculty of the institution tacitly condone practices in reference to intercollegiate athletics which are unethical and should be condemned and which by vigorous action the administration and faculty could end.

The foregoing resolution of the AAUP is likely to have a nationwide influence on future athletic policies. It would be helpful if local chapters of the AAUP would initiate a study of college policies relating to athletics and sponsor a campus discussion of the new athletic regulations of the North Central Association.

Furthermore, the Committee on Athletics has been greatly encouraged by the determined stand against bad athletic practices taken by the National Association of Secondary School principals and the National Federation of State High School Athletic Associations. The reports from the American Council on Education and the National Collegiate Athletic Association have been of real help in deepening the concern of college authorities about athletics.

At the meeting of the Middle States Association of Secondary Schools and Colleges in Atlantic City, November 28, 1952, member institutions were informed that that Association would insist upon strict observances of its high standards in intercollegiate athletics. According to reports, the other regional accrediting associations are considering the adoption of policies similar to those already approved by the North Central Association and the Middle States Association.

During the past year, several influential sports writers have rigorously condemned bad athletic practices. President Milo Bail of the University of Omaha who is currently President of the North Central Association, brought to the writer's attention an article under date of December 13, 1952, by Mr. Lloyd Olds, the sports editor for the *Omaha World Herald*. Mr. Olds said, in part

College football isn't the amateur sport it was intended to be, under the recent system of recruiting and free-riding athletes through school.

The dangers have become apparent. Dozens of schools have found it impossible to continue football under this high-pressure system, so have given up the sport.

College football will dig its own grave if it doesn't open its eyes, remove the evils of professionalism, and get back on a sane, honest, amateur basis.

That's really the only thing the various reform programs suggest. The North Central code is the best example.



It wants students to go to school for education, not just to play football. And it doesn't want them getting paid to play football while they're in school—pay in the form of outright cash, board and room without work, or credits in "pipe" courses.

All it asks is honesty and integrity in the conduct of amateur athletics.

While the North Central Association cannot claim credit for the foregoing constructive actions, it is interesting to recall that representatives of these organizations were present at the Conference on Athletics sponsored by the Association in Chicago on December 1, 1951. In fairness it should be admitted that the North Central Committee on Athletics has received valuable advice and encouraging support from all of the foregoing organizations and several others.

Returning to the earlier question, "Will the North Central Association be able to secure acceptance of its new athletic regulations?" the writer believes that the battle is more than half won. Most of the colleges applaud the new athletic policies, some institutions have already "cleaned house," and some of the intercollegiate athletic conferences have revised their regulations in terms of the new regulations. No strong opposition has as yet been expressed by leaders at the college level. It may be that the more difficult period will come when certain higher institutions discover that drastic changes will have to be made in their athletic practices in order to avoid disciplinary action by the Association.

At a meeting of the Executive Committee of the Association in Chicago

on October 27, 1952, the chairman of the Athletic Committee advised the officers that the battle was *not* yet won and that some persons seemed to believe or hope that the Association would not carry through its fight for clean athletics. The Executive Committee expressed the opinion that the Association would not stop short of the full acceptance of its new athletic regulations by all member institutions, the small as well as the large. A strong affirmative answer can therefore be given to the question, "Will the North Central Association secure the acceptance of its new athletic regulations?"

The Association recognizes that intercollegiate athletics can provide valuable training in good sportsmanship, strong support for clean competition, and a helpful quality of college loyalty. Many of our most influential citizens have come from the ranks of college athletics and many of these are concerned about the future of amateur sports. The new regulations represent an expression of the desire of the Association to aid in maintaining college athletics on a plane of high educational value. These regulations affirm the conviction that athletics can have valuable educational outcomes. The Association regrets that some member institutions have sacrificed such outcomes to other less worthy ends. Now that such ends are generally viewed as a reflection on the quality of a higher institution, the Association is confident that the better colleges and universities will take decisive steps to conduct their intercollegiate athletics in terms of educationally constructive purposes.

# SOCIAL EXPERIENCES AND HIGH SCHOOL ORGANIZATIONS

LAWRENCE E. VREDEVOE<sup>1</sup>

*University of Michigan, Ann Arbor*

AND

WALTER L. COOPER

*Wichita High School East, Wichita, Kansas*

AT THE last two meetings of the North Central Association discussion groups have shown much interest in considering the problem of providing social experiences for high school youth through organized activities within the school program as well as discussing some of the problems found in conjunction with organizations which have been formed outside the school. Many participants have reported on activities carried out in their schools, while others have raised questions with regard to the value of certain organized groups, both within and without the school.

The participants in such discussions evidenced great interest in the development of an instrument which can be used for evaluating organizations or activities. A large number of the participants indicated a willingness to participate in a further study of high school organizations as they relate to social experiences.

The following material on the activity program in the secondary schools outlines many of the basic principles and criteria that were discussed in these meetings and that may be of value in considering the problem further.

## THE ACTIVITY PROGRAM IN THE SECONDARY SCHOOL

The activity program of any secondary school should have among its main

objectives those three which recognize the needs of all youth; namely, socialization, recreation and education. Whatever other purposes may be underlying the extra-curricular or co-curricular activities, these three must be considered in the development or evaluation of the program. The activity program of the school should best represent the educational and social philosophy of the faculty and board of education. It is the one phase of the school's program which is least hampered by tradition, requirements, departmentalization, and all the other impediments which are used as excuses in justifying the failures of other phases of the school's program. The opportunity for correlation, integration, fusion and socialization is greatest in the activity program. Thus, the three basic objectives have the best opportunity for successful attainment in these activities.

So much has been spoken and written by lay and professional people about helping boys and girls learn how to get along with others that this ability is recognized in practically every list of objectives for secondary schools. It is readily recognized that this ability is best acquired through experience in activities where ideas and ideals can be implemented, tested and evaluated. This principle places emphasis upon the action of the pupil as of major importance. Leadership, planning, supervision, direction and evaluation should be from, by and of pupils with as little adult assistance as possible. A successful program will be characterized by the de-emphasis of outside

<sup>1</sup> NOTE.—Mr. Vredevoe prepared the article, summarizing the principles that need to be considered in relation to the activity program. Mr. Cooper contributed many of the criteria to be considered in evaluating the program.

assistance and an inward emphasis upon pupil direction and activity.

Socialization must give recognition to the importance of opportunity for all in any democratic secondary school. This does not imply that any one at any time can join or drop any of the activities offered by a school. It does, however, provide for anyone able to meet the standards established by the group such as athletic ability, scientific interests, vocal ability, artistic ability, or moral character to become a member. Race, color, socio-economic status, or any other basis for membership cannot be tolerated in a school attempting to teach democratic principles. Let the rules be strict, the standards high, or the requirements rigid if need be; however, when these are met the individual need have no fear of being ruled out or excluded by teachers or fellow pupils.

The activities should be so organized that the individual can have the most fun, the best opportunity for self-expression, and a happy experience of group participation. Group activities are sought after by those who have had happy experiences in them. Pleasure and pain (physical or mental) are the basic criteria used by an individual in selecting and rejecting many types of activities in youth and adult life. The individual will sometimes undergo much pain, physical or mental, if the over-all group experiences give him pleasure. If socialization is an objective of the activities program, the process must give the individual these basic satisfactions:

1. A sense of belonging (identification).
2. A sense of security in the group (allegiance).
3. A sense of achievement (prestige).
4. A sense of social competence (social recognition).
5. A sense of adventure, fun, etc. (recreation).

The educational objective of the activity program must not only recognize the opportunity to improve or develop new skills, but to broaden and deepen respect for the other fellow. The common interests or skills will of themselves bring together a cosmopolitan group if no restrictions prevent it. Interest and skills will cross the different social and economic barriers and give recognition to merit rather than to other factors. All other discussions about the need to develop better understanding and appreciation of each other forces more and more attention upon methods. You might learn swimming on the parlor rug but you will jump into the water with more confidence after you have swum once or twice successfully. More individuals will become enthusiastic about working and living with others after they have some evidence that it can work. The activity program can strengthen or further destroy the individual's faith and confidence in the other fellow and in group work. Without this confidence, democracy has little hope to long continue or endure.

In addition to the educational aspect relative to group work and teaching democracy, some of the best learning will take place in these activities. The reasons for this are directly related to the basic laws of learning which include:

1. An interest on the part of the learner.
2. A felt need on the part of the learner.
3. Stimuli for observing, listening, studying.
4. A desire to achieve.
5. Opportunity to learn through doing.

The activity program which is carefully designed and organized finds the



individual in one of the best mental conditions to learn, grow and develop. Direction in the activity program comes primarily from within the individual rather than without.

The social, educational and recreational values in any activity program will depend upon the careful planning and organization for such activities. A single set of criteria for evaluating the activity program of any school would include the following:

1. Does the program recognize the three basic objectives of socialization, recreation, and education for all pupils?
2. Does the program have balance in relationship to needs and interests of youth?
3. Does the program provide opportunity for any individual who can qualify to obtain membership in any club, group, or activity sponsored or permitted to operate in the school?
4. Are all teachers, or a large percentage, participants in the program?
5. Does the board of education recognize this part of the program as a vital part of the educational activities of the school?
6. Is some method of evaluation being used to determine how successfully the program is meeting the needs and interests of pupils?
7. Is the activity program given the same competent leadership and supervision which other phases of the program are given?
8. Does the program attract into participation a large percentage of the pupils?
9. Why do those who fail to participate feel no need or interest in the program?
10. In what way has the program affected the behavior of the participants?
11. Does the community accept the program as a vital part of the educational program of the school?
12. Are there groups operating within or without the school, having membership composed of pupils of the school, whose membership is selective and whose activities affect the school's program either directly or indirectly?
13. Do the activities of the respective groups grow out of the curricular life of the school?
14. Do the activities of the respective groups return to the curricular life of the school to enrich it?
15. Does the philosophy of the school, *as accepted by the staff*, include the activity program as a vital part in providing pupils with a balanced educational program?
16. Is the activity program used as an avenue for assisting the shy and retiring pupil to find a place in the life of the school?
17. Does membership in any group permit special privileges for its members that may be denied other pupils?
18. Does any group, by virtue of its nature or function, stimulate a degree of cliquishness or snobbishness?

## PROBLEMS IN TEACHER EDUCATION PECULIAR TO COMPLEX INSTITUTIONS<sup>1</sup>

*A Panel Discussion, Commission on Research and Service,  
Chicago, April 2, 1952*

A STUDY of the issues and questions involved in teacher education in complex institutions with autonomous colleges reveals that, although many of the problems are similar to those found in colleges of liberal arts and independent institutions for teacher education, the majority of the problems differ greatly and are peculiar to the larger colleges and universities. Especially is this true in the areas having to do with jurisdiction, organization, administration, and conflict of purpose.

It seems clear that there is a wide diversity of opinion between those engaged in teacher education, subject-matter specialists, and deans of colleges and divisions not directly interested in teacher education but still under the necessity of making a contribution to it. It is apparently necessary that these

divergent views be reconciled by some type of compromise that will enable all interested parties to contribute to the education of the prospective teacher. The paramount question seems to be: How can we mobilize all the varied resources of complex, multi-purpose institutions so that they may make their greatest contribution to the education of the teacher? Further study should make some of these methods clear.

The foregoing summary of the panel discussion was drawn from the consideration of the following suggestive topics:

- a. Who is to be responsible for the curriculum and the instructional program for the education personnel?
- b. How can the various colleges or divisions best coordinate the diverse interests to secure the best cooperation in teacher preparation?
- c. Who is and should be responsible for teacher education in large, complex institutions? Who should control the selection, counseling, and advising of students interested in programs of teacher education?
- d. Who should determine the amount, type, and kind of general education, specialized subject matter, and professional courses and experiences that should be provided?
- e. Who should determine the professional experiences and requirements and recommend for certification?

<sup>1</sup> The Subcommittee on Teacher Education of the Commission on Research and Service acted as members of a panel for the discussion of this topic, Wednesday, April 2, in Chicago. The following individuals constitute the Subcommittee: F. E. Henzlik, Dean, Teachers College, University of Nebraska (chairman); E. H. Criswell, Dean, School of Arts and Sciences, University of Tulsa; Waldo Lessenger, Dean, College of Education, Wayne University; K. E. McFall, Dean, College of Liberal Arts, Bowling Green State University; and Elmer T. Peterson, Dean, School of Education, State University of Iowa.

## WHAT EFFECT SHOULD UNIVERSAL MILITARY TRAINING HAVE ON YOUR SCHOOL OR YOUR COLLEGE OFFERINGS?<sup>1</sup>

*A Panel Discussion, Commission on Research and Service,  
Chicago, April 2, 1952*

THE FOLLOWING summary represents the gist of this panel discussion:

Colleges and secondary schools are not meeting their responsibility to youth through guidance and counseling in preparing them to meet the impact of military life.

There is no democracy in the army caste system.

The fact of military service is disrupting the lives of our youth.

Universal Military Training is a new concept in American lives. What is being done in college and high school to prepare young men to meet the situation? What does the military give youth when they return to civil life?

Universal Military Training was opposed on the grounds that it will not give us trained men, that the cost would be excessive, double that of all higher education, and that peacetime conscription we now have will adequately serve the needs of the nation in the present emergency.

The competition between the several branches of the military in seeking enlistments causes confusion on the part of youth, often takes on an element of propaganda rather than answering the questions raised by youth. It is more desirable to bring in specialists in the fields of youth problems for counseling. Too often military service

is glamorized by posters and statements of recruiting men. What youth need is a down-to-earth statement of facts concerning military life.

In periods of long-time tensions, it is important that we convey to youth certain things, such as the primacy of civilian government in the United States—its control of even the military; and the great moral and religious values which must be preserved in the individual during his military life that he may take his place in civil life after his period of military service ends.

The schools and colleges must build a greater understanding of international problems.

The tensions which youth experience in anticipating military life are not alone confined to students in the senior year of high school. A problems check list (Mooney), given to two thousand ninth grade students in the Des Moines (Iowa) junior high schools, revealed that a majority were disturbed over the likelihood of military service.

The horrors of actual battle participation, the dull routine and boredom of camp life, the tendency to throw restraint to the wind, how to deal with the hangers-on of the military camp are problems youth should understand and be prepared to meet. They should know that only a small percent are battle casualties.

It is incumbent upon teachers to understand student conflicts, to encourage students to bring their fears and conflicts out in the open. Well-chosen news stories should be presented, and accurate and convincing stories about military service,

<sup>1</sup> The members of the panel were: P. M. Bail, President, University of Omaha (chairman); William Marshall French, President, Hastings College; J. Edgar Stonecipher, Director of Secondary Education, Public Schools, Des Moines, Iowa; Harry F. Corbin, President, University of Wichita; T. R. Ehrhorn, Principal, Senior High School, Rochester, Minnesota; and W. W. Wright, Dean, School of Education, Indiana University.



such as the Coronet Films present, should be available to youth before they reach military service age.

Students should be urged to get some phase of special training before entering service. The speeding-up of education should be resisted. After all, the fundamental question is the totality of citizenship. The military is a small part of life for most young men who are called into military service.

The tendency of too many military men in charge of campus ROTC is to run their own show. We need a more adequate integration of the military and college. The gap between service and living must be avoided.

It is highly desirable for high school and college officials to have a frank discussion with military personnel before they interview students to the end that such personnel are not there

to promote the military but to answer youth's questions.

Colleges and high schools must clear up the contention that it is unpatriotic to remain in school. Trained intellects and productive capacity win wars.

Youth in military service are faced with moral, spiritual, emotional, and physical adjustments. The schools should increase their guidance services to show students how to get ready for military service.

There is a great need for assembled materials for counseling in this field. It was urged that the North Central Association name a committee to assemble such materials as are now represented by certain publications issued by the State Office of Education, Madison, Wisconsin, and the Public Schools, Shaker Heights, Ohio.

## THE CO-CURRICULAR RESPONSIBILITIES OF TEACHERS

*A Panel<sup>1</sup> Discussion, Commission on Research and Service,  
Chicago, April 2, 1952*

A VERY interesting panel discussion of the subject, "The Co-curricular Responsibilities of Teachers," was presented. About half of the time was taken by the members of the panel following which a very lively discussion took place with a goodly number of the audience participating.

The following topics were considered:

- a. The value of co-curricular activities to the student.
- b. Role of the teacher-training institution in preparing teachers to assume responsibilities of co-curricular activities.
- c. Developing a balance between curricular and co-curricular activities.

Some of the high points of the evening's discussion follow:

It was mutually agreed by the panel members and by the audience that no high school can do a satisfactory job in meeting the needs of youth unless a strong, well-rounded activity program is provided. Such a program gives students a sense of belonging, affords an opportunity to develop leadership and to assume responsibility, and contributes much to the morale of the school and in many cases to greater interest in the class room.

One speaker on the panel pointed out the fact that in placing students as they graduate from the university, he has found that one of the things employers are most interested in is

whether or not the student has been active in student affairs because they have learned that those who have participated know more about getting along with people and do a more satisfactory type of work when assigned to a job.

The question of how teachers may be made to feel that they have a responsibility for handling co-curricular activities and be willing to accept such additional responsibilities came in for much discussion. The entire group agreed that in selecting new teachers it would be well to check their activity records in high school and college, and that it should be the responsibility of the teacher training institutions to stress the importance of this type of work in teacher preparation. It was further suggested that off-campus teaching assignments where the student teacher actually spends several weeks in a school system and has an opportunity to teach and handle activities, is one of the best techniques in training a new teacher.

The fact was emphasized that many major assignments in the activity field such as coaching, dramatics, counseling, class sponsorship, and some others should be compensated for either by a lighter class load or by extra compensation if a full load is carried. All but one of the secondary schools represented by those present paid extra for coaching athletic events. It was agreed that many clubs and minor activity assignments should be part of the regular work expected from a teacher, but, since activities are so important in the modern school, that the teacher's load should be balanced to take into account such assignments. About one-

<sup>1</sup> The members of the panel were: R. S. Cartwright, Principal, Elgin High School, Elgin, Illinois; Frank Endicott, Director of Personnel and Placement, Northwestern University; George W. Janke, Principal, Mitchell High School, Mitchell, South Dakota; Kenneth Ettner, teacher and class sponsor, Elgin High School, Elgin, Illinois; and George Olson, Superintendent, Lyons Township High School, La Grange, Illinois. Mr. Cartwright provided this summary of the discussion.

third of the schools represented have special activity programs. Many utilize part of the noon period and after-school hours for activities, but all agreed that scheduling time is a problem that must be worked out in each school to meet individual needs.

At the close of the panel discussion

the value of this type of meeting was well stated by several members in the audience when they pointed out that they were grateful for the opportunity they had enjoyed to share experiences and find out what others are doing and what prevailing practices are in different schools.



## CRITICAL ISSUES FACING THE SCHOOL LIBRARY

*A Panel Discussion, Commission on Research and Service  
Chicago, April 2, 1952*

THE PANEL indirectly translated the topic to "The School Principal's Job with the School Library" in pinpointing its discussion of critical issues facing the library. The following topics of discussion were presented to the panel:

- a. What should the principal expect the library to contribute to his school?
- b. What can the principal do to get the most from the school library?
- c. How can the principal select a good librarian?

The high school principal has found himself in a difficult position as he has attempted to improve the library in his school. He has recognized the need for trained professional librarians, and has approved accrediting standards which require them, yet he finds that there are not enough librarians trained to permit schools to meet the accrediting requirements. He learns that what used to be considered good school library service is no longer good enough. He hears that in some schools the principal may unintentionally be blocking progress which might be made in school libraries.

The point was stressed that the library is a materials center for all the teaching-learning activities of the school. It must have books and magazines arranged in readily findable form, but should also include many other types of materials such as maps,

audio-visual aids, and even an index of available community resources (including people).

Although its most commonly recognized function is to provide materials for the use of other teachers, the library also does much teaching in its own right. It was pointed out that the good library teaches children how to choose materials to meet their needs and in the process helps students read better and think critically and creatively. The library not only furnishes resource materials without which even the most energetic teachers will stay close to conventional text-book teaching, but it also furnishes teachers with professional materials on how to plan and carry through curriculum changes.

But if school administrators are to get from their librarians the kind of service just described, it will be necessary that they recognize and meet their own responsibilities.

Among the responsibilities mentioned were these:

To recognize and act upon the more recent conceptions of library functions. The concern of the librarian for working with children and with teachers, and the accompanying decline in emphasis upon custodial and technical processes were given as examples.

To provide adequate professional and clerical personnel for the library and funds for the purchase of library materials. It is obvious that a certain amount of routine, technical work must be done to keep even small libraries in operating order. The failure to provide clerical assistance to librarians in middle-sized or large schools ties the librarian to the least professional and least creative part of her work. Also, failure to provide adequate library materials should more frequently be recognized as poor economy.

To stimulate and support evaluation of his own school library, using the judgment of other teachers as well as of the librarian and the principal.

<sup>1</sup> The members of the panel were: Charles M. Allen, Principal, University High School, Urbana, Illinois (chairman); J. H. Cherry, General Assistant Superintendent, Joliet Township High School and Junior College, Joliet, Illinois; Frances Henne, Acting Dean, Graduate Library School, University of Chicago; and Harold Lancour, Associate Director of the Library School, University of Illinois. Mr. Cherry provided this summary of the discussion.

To promote the cause of improved school library service through giving this important part of the school attention at professional meetings.

"Getting a good librarian," it was asserted, "is a slight misstatement of the problem facing high school principals. The true problem lies in finding a librarian at all since the demand far out-distances the supply."

The personal qualities demanded of a librarian are those which characterize a good teacher, plus the administrative ability which is necessary if he is to organize his work well and deal effectively with other teachers.

The training of librarians should

include a broad program of general education, sound teacher-training, and professional library courses. Such courses should increase the librarian's knowledge of library materials and provide understanding of methods of organizing a school library to meet its educational objectives.

Training to meet minimum requirements for school librarians in most states is given by many teachers' colleges in the North Central Association area. Full professional training is provided by graduate library schools commonly associated with the large universities.

## TEACHER ORIENTATION IN SELECTED HIGH SCHOOLS OF COOK COUNTY, ILLINOIS

MENNOW M. GUNKLE

*Thornton Township High School and Junior College, Harvey, Illinois*

IN DEFINING the term "orientation" Good states that it is:

The process of making a person aware of such factors in his school environment as rules, traditions, and educational offerings, for the purpose of facilitating effective adaptation.<sup>1</sup>

Are school executives systematically and successfully facilitating the adaptation of their new teachers? Or must new teachers still rely on "hard knocks" in becoming adjusted to unfamiliar situations? The second question can not be answered in so many words but a well organized induction program can be an enlightening period for new personnel and an aid to the administrator.

Each time an individual moves from known personal acquaintances and known work procedures to new and unfamiliar acquaintances and work procedures, he must pass through a period of orientation or adjustment. The new teacher, coming into a school for the first time as a faculty member, is surrounded by a new environment and needs aid in becoming acquainted with routine work, with customary methods of problem solving, and with the numerous and varied services of the school. His community life, to be full, demands knowledge of recreational opportunities, civic and service organizations, and friends. There should be, then, some assistance given

by administration and supervision that will make the orientation period pleasurable and short. New teachers must be oriented as soon, and as smoothly, as possible. They must also be brought to as high a degree of efficiency as possible in the least amount of time. Value of the teacher starts when orientation, or adjustment, is reached. Executives agree that competent, happily adjusted personnel is a requirement in all fields of endeavor, whether in industry, public school systems, or other types of organizations.

The writer carried out a study during the school year 1949-50 to ascertain the extent of teacher orientation in the secondary schools of Cook county outside the city of Chicago. A questionnaire dealing with the induction program was sent to teachers new in their respective positions of the particular year. Questionnaires were mailed to teachers in the following schools:

Oak Park and River Forest High School, Oak Park  
J. Sterling Morton Township High School, Cicero  
Evanston Township High School, Evanston  
New Trier Township High School, Winnetka  
Lyons Township High School, La Grange  
Thornton Township High School, Harvey  
Bloom Township High School, Chicago Heights  
Maine Township High School, DesPlaines  
Riverside-Brookfield Township High School, Riverside  
Proviso Township High School, Maywood  
Lemont Township High School, Lemont  
Palatine Township High School, Palatine  
Leyden Community High School, Franklin Park  
Arlington Heights Township High School, Arlington Heights  
Thornton Fractional Township High School, Calumet City  
Argo Community High School, Argo

EDITOR'S NOTE: This survey of induction practices primarily in selected North Central schools in Cook County, Illinois, has been accepted for publication because of the interest aroused by Morris S. Wallace's series of articles about induction. This series appeared in the October, 1950, and January and April, 1951, issues of THE QUARTERLY.

<sup>1</sup> Carter V. Good (Editor), *Dictionary of Education*. New York: McGraw-Hill Book Company, 1945.



Blue Island Community High School, Blue Island  
 Niles Township Community High School, Skokie  
 Reavis High School, Oak Lawn  
 Orland Park Community High School, Orland Park  
 Barrington Community High School, Barrington  
 Northfield Township High School, Northbrook  
 Bartlett Community Schools, Bartlett

Prior to the study in Cook County the writer asked the National Education Association to recommend articles dealing with orientation. It was felt that a questionnaire could be better streamlined if a comparison of other programs was first made.

#### INDUCTION PROGRAMS NOW IN EFFECT

Briefs of some of the programs referred to by the N.E.A. are given below.

##### The Des Moines, Iowa, Program<sup>1</sup>

An induction period for new teachers was formulated by Trott and Howland of the Des Moines, Iowa, school system. It extends over a three year period. The first year is devoted to specific needs of the new teacher. The second and third years are given to discussion groups on various items as they arise. Trott and Howland express the following opinion:

The opportunity for small groups to meet with supervisors is appreciated and considered important by beginning teachers.

All attempts to make the induction period a successful, profitable experience for new teachers are well worth any amount of time and energy.

##### The Gooding, Idaho, System<sup>2</sup>

Responses from sixty-four secondary school teachers to a questionnaire pertaining to an induction program, teacher assignments, and individual

and group conferences, brought this conclusion from Tate:

In the opinion of the majority of the new teachers, the chronological pattern of a maximally helpful induction program would include: (1) at the time of application, election, or as soon as possible after election—devices for supplying information regarding the teaching assignment, basic textbooks, housing and living conditions, desired emphases and aims of the assigned subjects, general philosophy and objectives of the school, principles underlying discipline, personal traits and conduct expected of the teachers, and any local deviations from generally employed instructional practices; (2) before the opening of school—new-teacher individual and group conferences with the superintendent regarding the unique features of the curriculum and instructional methods; (3) at the time of the opening of the school year—general teachers' meetings devoted to the discussion of organization and routine; and (4) early in the year—individual conferences with the superintendent following classroom visits, more general teachers' meetings devoted to discussions of routine, new-teacher group conferences with the superintendent, and visiting the homes of pupils.

Seven superintendents answering a questionnaire as to what they thought were items of most benefit to beginning teachers listed the following:

1. Individual conferences with the superintendent following classroom visitation during the early part of the year.
2. Individual conference with the superintendent prior to the beginning of the school term.
3. Administrative and supervisory bulletins from the superintendent.
4. Curriculum study.
5. New-teacher group meetings devoted to discussions of various new-teacher problems.

Previously, in a similar study dealing with elementary school teachers, Tate drew a parallel conclusion.<sup>3</sup>

##### The Stockton, California, System<sup>4</sup>

Working on the assumption that,

<sup>1</sup> Walter Trott and Adelene E. Howland, "Make Them Feel At Home," *Educational Leadership*, LV (November, 1946), 125-29.

<sup>2</sup> M. W. Tate, "The Induction of Secondary School Teachers," *School Review*, LI (March, 1943), 150-57.

<sup>3</sup> "Induction of Elementary School Teachers," *Educational Administration and Supervision*, XXVIII (September, 1942), 382-96.

<sup>4</sup> Edward S. Esser, "Teacher Induction: A First Step in In-Service Training," *California Journal of Education* (February, 1944), 172-79.

The new teacher lacking both experience and orientation is likely to be confronted with annoying limitations and frustrations in her beginning days,

the administrative and supervisory staff of the Stockton, California, public school system planned and carried out a week of orientation experiences for a group of forty-five new teachers. Nine objectives were listed. The program was carried through thirteen meetings and leaders for the induction sessions were drawn mainly from the administrative and supervisory staff. Two representatives of outside organizations, who were invited to participate, were included in the program. The objectives were:

1. To establish a working relationship between teachers and the administrative and supervisory staff.
2. To acquaint teachers with the philosophy of education from which stems the practices and policies of our Stockton schools.
3. To acquaint the teachers with their rights and responsibilities in the matter of curriculum development.
4. To acquaint teachers with the various special services of the schools of Stockton.
5. To acquaint the teachers with opportunities in the school system for continuous in-service training.
6. To acquaint teachers with the co-ordinated system of social agencies as a resource in guiding children.
7. To put teachers in touch with printed instructional materials.
8. To present teachers with printed copies of the Rules and Regulations, and to familiarize them with those portions of the rules that apply specifically to teachers.
9. To acquaint teachers with the over-all picture of Stockton and its environs with a view of bringing about a better understanding of the needs, problems, and resources of the community.

The various departments and services were represented by the following personnel:

1. City superintendent of schools.
2. The superintendent of child welfare and attendance, and assistant supervisor.

3. The director of research.
4. The director of vocational work.
5. Co-ordinator of elementary libraries.
6. An elementary science teacher.
7. Supervisor of elementary art.
8. Supervisor of elementary music.
9. Co-ordinator of kindergarten-primary curriculum.
10. Co-ordinator of intermediate and upper grade fundamentals.
11. Secretary of the Stockton Chamber of Commerce.
12. A Parent-Teacher organization leader.
13. Supervisor of school nurses.

In the original report the nature and scope of the material covered was described at length and in detail. Following are suggestions for future induction programs:

1. Aim to cover less ground in induction meetings, but call teachers back soon after school starts to locate and dispel confusions.
2. Give teachers copies of the agenda or outlines of the discussions.
3. Plan to give teachers more time to visit their classrooms and to get them in working order.
4. Have more informal social gatherings.
5. Suggest more methods and procedures.

This program included a speaker from one of the service organizations of the community. A better overview of public opinion concerning the status of the teacher in relation to the community was thus obtained.

#### The Avenal, California, Program<sup>1</sup>

The staff of the Avenal, California, school district holds an induction program of six meetings. The initial meeting falls on Friday before the opening of school and the rest on Monday of consecutive weeks. The purposes of the meetings, in order, are:

1. To acquaint each teacher with the routine of the school.
2. To review, and make possible, discussion of district policies and course of study.

<sup>1</sup> Edwin C. Clark, "Teacher Induction," *American School Board Journal*, CVIII (May, 1944), 45-46.

3. To acquaint the faculty with the grading system.
4. To discuss the meaning and psychology of discipline.
5. To acquaint the faculty with the special services rendered by the school.
6. To make life more enjoyable for the teacher.

The meeting on Friday before the start of school is given over to routine in great detail, by bulletin and discussion. The principal is in charge of this meeting.

#### Program of Sacramento, California<sup>1</sup>

Another program to aid new teachers is that of the Sacramento High School, Sacramento, California. Twelve sessions are held over a twenty-week period and are conducted by the staff and other competent personnel. Lawson states that, "To be adequate, the program presented to beginners and newcomers on the faculty should meet at least four criteria." It should be:

1. Purposeful
2. Timely
3. Authoritative
4. Comprehensive.

The first two meetings are held on Friday before the start of school, one in the morning and one in the afternoon, and thereafter on every other Tuesday beginning with the second week of school.

#### Induction Program of a Vocational School<sup>2</sup>

A program is in effect at the Middlesex County Vocational School, New Brunswick, New Jersey, under the direction of Albert E. Jochen, who states,

It is particularly important that we in vocational education have an effective and efficient program of induction for new teachers because it is often necessary for us to draw craftsmen and technicians from industry who have had a minimum of teacher training and who are generally lacking in their knowledge of school procedures and educational organization.

The program is given in six sessions and is comprehensive in its scope as to what the beginning vocational teacher should have at his immediate command. That Jochen feels there is need for such a program may be drawn from his conclusions. He believes that these sessions:

1. Make for more efficient teaching.
2. Build morale.
3. Care for many problems that arise.
4. Improve administration and supervision.
5. Promote democratic relationships.

Jochen feels that the program, as outlined, should be comprehensive in purpose and scope. The opportunity for the professional worker to present first hand information from the field of endeavor is a means of bringing to the classroom a wealth of fundamental knowledge that would not otherwise be encountered. Thus the program of vocational education is greatly enriched.

#### Portland, Oregon, Pre-School Service to Teachers<sup>3</sup>

A group composed of fifteen first and second year teachers selected from the Portland, Oregon, city schools made seven suggestions as to needs of the schools. These suggestions referred to housing, public relations, cultural

<sup>3</sup> George W. Ebey, "How Portland Greet Its New Teachers," *Nation's Schools*, XLII (December, 1948), 28-30.

EDITOR'S NOTE.—See also Mr. Ebey's address, "Front Line Observations on Curriculum Improvement," printed elsewhere in this issue of *THE QUARTERLY*, for an extended description of the Portland plan.

<sup>1</sup> Melvyn F. Lawson, "An Orientation Program for Teachers," *California Journal of Secondary Education*, XVII (October, 1942), 366-68.

<sup>2</sup> Albert E. Jochen, "The Induction of New Teachers," *Industrial Arts and Vocational Education*, XXXVI (September, 1947), 290-91.



and recreational opportunities, philosophy and practices of the school system, and in-service training programs.

The teachers believe the induction period should precede the start of school. Attendance should be optional since no remuneration is given for the period.

At the initial meeting, conducted by the superintendent, the new teachers become acquainted with the administrative staff. Each administrator talks about his relation to the schools.

The program is planned to describe the services offered by the school and to provide entertainment during the induction period. It is felt that the over-all effectiveness is worth the time and effort.

#### Hutchinson, Kansas<sup>1</sup>

In the school system of Hutchinson, Kansas, a program set forth by Superintendent W. R. Godwin, gives the new teacher a working background with which to start in the new environment. The program consists of introducing new teachers to present faculty members, stating policies of the board, presenting regulations of the school, and answering pertinent and personal questions. This is done the week prior to the opening of school.

#### ANALYSIS OF FOREGOING PROGRAMS

Of the seven programs mentioned above, all but one stress teacher acquaintance with the philosophies and policies of the respective schools; all but one stress school services pertaining to discipline, instruction, health, school organization, and office routine; all but two stress the routine of the school, and better relations

between teachers and administrative staff; and so on. The whole array of topics is shown below:

Better relations between teacher and staff . . .	5
Philosophy and policy of the school . . . . .	6
Teacher participation in curriculum development . . . . .	3
School services (discipline, instruction, health, organization, office) . . . . .	6
Opportunities for in-service training . . . . .	3
Child guidance system . . . . .	2
Rules and regulations of the school . . . . .	3
Public relations program . . . . .	3
School routine . . . . .	5
Grading system . . . . .	2
More enjoyable life for teachers . . . . .	4
Student activities . . . . .	2
Provisions of teachers' contracts . . . . .	2

It seems proper that the policy and philosophy of the school should be a feature in all induction programs as these two items, though by and large related to a common purpose, vary in different localities due to social heritage, transitions in population, or economic change.<sup>2</sup> In school services and the routine business of the teacher originate many of the problems which the new teacher encounters. Consequently these topics are conceded to be a part of all induction programs.

The trend towards a democratic influence, however, wells from five of the objectives listed above; namely, better relations between staff and teachers, acquaintance with the philosophy and the policy of the school routine, a more enjoyable life for teachers, and school services.

Each administrator, it seems, has hopefully planned the induction period to fit his needs. It may fall short of that objective. He may try to cover too much of the business of education and in doing so the program may lose

<sup>1</sup> W. R. Goodwin, "Introducing New Teachers into the Faculty," *American School Board Journal*, CXIX (August, 1949), 47.

<sup>2</sup> Morris S. Wallace, "Problems Experienced by 136 New Teachers during Their Induction into Service," *North Central Association Quarterly*, XXV (January, 1951), 293.

some of its effect. An optimum induction program may never be reached. This surmise may be deduced from a comparison of the number of induction periods—two to twenty. One writer mentioned three years as the induction period.

All in all, the various programs have the same objective; namely, improving such elements as the efficiency of the newcomer; adult social relations; cultural and recreational opportunities; and pupil-teacher and teacher-administrator relations.

#### HANDBOOKS FOR NEW TEACHERS

The writer also reviewed handbooks that give pertinent information about the school. Details of organization and administration, facilities, salary schedule, requirements, philosophy and policy, professional growth, social and recreational opportunities, and what is required of newcomers, are given in concise form to acquaint the teacher with the system. In this way the administrator has a means of orientation regardless of how small or large the system, or turnover, may be. It is possible that the handbooks may be used altogether too loosely in that they may merely be given to the newcomer and the administrator may feel as though he has carried out his duty to the new teacher by so doing. In other words, the handbook may be used as an "easy way out" for the administrator.

Teachers appreciate a guide of some sort but the guide must also be a pillar.<sup>1</sup> Cases can be cited where teachers appear at the school on opening day for the general faculty meeting, after which the newcomers are called together, or meet singly with the administrator, and are told to "wander over

the building and acquaint yourselves with the school."

The handbook, or any other form of information pertaining to the school, given to new teachers early after their election so that they may casually digest its contents and then at a prescribed pre-school meeting discuss points in question, is a means of building teacher confidence in the administration. It is through opportunities of this kind that administrators can bring about confidence in their leadership, if sound educational policies are put forth, of course.

#### ACADEMIC TRAINING AND EXPERIENCE OF TEACHERS

Seventy-three teachers who participated in this survey were new to the systems they were in at the beginning of the 1949-50 school year. Table I distributes the teachers by years of experience and degrees held.

TABLE I

YEARS OF EXPERIENCE AND DEGREES HELD BY  
TEACHERS PARTICIPATING IN THIS SURVEY

Degrees	Number	Years of Experience	Average Years of Experience
M.A.	39	0-22	8.4
B.A.	34	0-32	4.1

From this particular group of teachers it can be seen that the M.A. degree holders have, on the average, twice the experience of those holding the B.A. degree. The average years of experience for the whole group is 6.4 years. This figure compares favorably to another survey of larger groups.<sup>2</sup>

<sup>1</sup> M. L. Goetting, *Teaching in the Secondary School*. New York: Prentice-Hall, Inc., 1942, p. 27.

<sup>2</sup> L. H. Van Houten, "Length of Service of Pennsylvania High School Teachers," *Teachers College, Contributions to Education*, No. 522, (1932), p. 14.

## THE PRE-SCHOOL MEETING

Having a group meeting and bringing the new teachers together at some period prior to the opening of school seems desirable. Table II shows that only 41.8 percent of the teachers reported as having a meeting for the new group preceding the general faculty meeting. It will be noted also from the Table that 70.6 percent of teachers with the bachelor's degree reported no meeting other than the general faculty meeting. There seems to be a discrepancy between the reports of the M.A.'s and the B.A.'s on this item as only 43.6 percent of the teachers holding the master's degree reported that no pre-school meeting was held. This may be accounted for when consideration is given to the point that the M.A.'s may have been grouped in different localities. On the original data sheets appeared numerous notations expressing the desire for pre-opening discussion panels if the teachers could be brought together. There were five inquiries as to "Why the theory and not the practice" of such a program. Four seemed to think this was a new idea; others were anxious to get certain questions answered.

## SCHOOL ROUTINE

Teachers were asked to report on five routine items as to whether they

TABLE II

REPORT OF TEACHERS ON PRE-SCHOOL MEETINGS  
IN TWENTY-THREE HIGH SCHOOLS IN  
COOK COUNTY, ILLINOIS

Degrees Held by Teachers	Percent Reporting Pre-school Meeting	Percent Reporting No Pre- school Meeting
M.A. degree	56.4	43.6
B.A. degree	29.4	70.6
Average	41.8	56.2

were explained verbally or by bulletin. This could be done as late as the opening day of school and still prior to meeting classes. Table III shows the percentages of Yes-No responses from the whole group.

TABLE III

PERCENTAGE OF RESPONSES ON WHETHER  
ROUTINE ITEMS WERE EXPLAINED BY  
THE ADMINISTRATOR PRIOR TO  
MEETING CLASSES

Items	Yes	No
Grade books	76.7	23.3
Records	82.2	17.8
Attendance reports	87.4	12.6
Fire drill	74.0	26.0
Time school day starts	89.0	11.0
Average	81.8	18.2

Of the five items common to all schools there was none that showed 100 percent "Yes." This does not mean that on the average 18.2 percent of the schools neglect these items. It may be that the teachers were given such information in bulletin form but failed to read it. Some teachers started after the fall term had opened and thus would have missed discussion of these items if an earlier opportunity had been provided. However, the data sheets revealed that only 5.5 percent of the teachers started late in the year. Thus, there might have been 12.7 percent who received no instruction about these routine items prior to meeting their classes.

## PHILOSOPHY AND POLICY

It is commonly known that the superintendent, as chief executive officer of the school board, is solely responsible for the total school program.<sup>1</sup> This means that any forward

<sup>1</sup> George W. Ebey, "Simple Truths," *The School Bulletin*, Portland, Oregon, XXXVI (January, 1951), 2.



steps to promote the behavior and instruction of pupils lie solely in his power. Conditioning of faculty is extremely important, and the more versed the personnel is concerning the policies of the school, the nearer the approach to unity and an academic endeavor. From data in Table IV one finds that 27.4 percent of new teachers stated that the superintendent expressed none of the school philosophy either verbally or by bulletin at the pre-school meeting, general faculty meeting, or throughout the year. In addition, 79.4 percent of those holding the B.A. degree were familiar with the philosophy of the school while only 66.6 percent of those holding the M.A. degree had an adequate understanding of the school philosophy.

TABLE IV  
PERCENT OF TEACHERS WHO WERE ACQUAINTED  
WITH THE PHILOSOPHY OF THE SCHOOL  
BEFORE SCHOOL STARTED

Degrees Held by Teachers	Percent Acquainted	Percent Not Acquainted
M.A.	66.6	33.4
B.A.	79.4	20.6
Average	72.6	27.4

There is evidence at hand that the holders of master's degrees are not satisfied with the situation indicated in Table IV. It is inconceivable that a school would have no philosophy, yet one teacher wrote, "We haven't any."

#### SCHOOL ORGANIZATION

On the question whether school organization was explained either by bulletin or verbally by school authorities, 26 percent of the teachers stated that this item was not dealt with (Table V). Thus more than one-fourth of the school personnel had not been reached with information of this char-

acter. This would appear to indicate administrative inertia. Effective intercommunication within the school demands that some knowledge of the organization be disseminated and it is strictly the administrator's affair to impart such information to the faculty.

TABLE V  
FREQUENCY WITH WHICH SCHOOL ORGANIZATION  
WAS EXPLAINED

Degrees Held by Teachers	Explained	Not Explained	No Reply
M.A.	20	10	9
B.A.	22	9	3
Total	42	19	12
Percent	57.5	26.0	16.5

That 16.5 percent of the teachers did not answer might indicate that they do not understand what constitutes school organization. It is not particularly praiseworthy when one finds that only 57.5 percent of the professional workmen know something about the business they are in.

#### AID IN SOLVING PROBLEMS

Classroom problems for the beginning teacher are numerous but with proper guidance and orientation much mental and physical fatigue can be relieved. The teacher will feel more confident of himself and his morale will be sustained if he knows where he can get needed help. Every new teacher should know whom to go to for help on classroom problems.

Table VI shows that this information is not possessed by all those participating in this particular survey. All told, 28.2 percent of the teachers having masters' degrees and 41.2 percent with bachelors' degrees stated that they did not receive such instruction. If they did, apparently it

TABLE VI

EXTENT TO WHICH PROCEDURES FOR SECURING  
HELP WITH CLASSROOM PROBLEMS  
WERE KNOWN

Degrees Held by Teachers	Percent	
	Known	Not Known
M.A.	71.8	28.2
B.A.	58.8	41.2
Average	65.3	34.7

wasn't impressive enough for them to remember whom to seek for help when they were confronted with particular situations. The average of the two above percentages (34.7) indicates that approximately one-third of those who replied to this question are uncertain about who will help them with their teaching problems.

#### INFORMAL DISCUSSIONS

Data compiled in Table VII show that 71.2 percent of the new teachers had not discussed remedial measures for potential problems of any kind up to four months after the start of the school year.

It can be seen that 67.6 percent of the beginning teachers with the B.A. degree and 74.3 percent with the M.A. degree did not discuss problems, if

TABLE VII

INFORMAL DISCUSSIONS OF REMEDIAL MEASURES  
FOR PROBLEMS WITHIN FIRST FOUR  
MONTHS OF SCHOOL YEAR

Degrees Held by Teachers	Discussions		No Discussions	
	Num- ber	Per- cent	Num- ber	Per- cent
M.A.	10	25.7	29	74.3
B.A.	11	32.4	23	67.6
Total	21	28.8	52	71.2

any, that had been encountered. Teacher laxity in bringing up problems may have been due to inadequate information about the proper procedure to follow. Again, one might assume that problems were not brought to the front because the beginning teachers felt that they would appear incapable in the eyes of the administrator. The administrator is obviously willing to help but he must first know what is troubling a new teacher. He is not clairvoyant. Certainly the wise administrator considers responding to calls for aid as part of his job. However, it is his duty to explain where help is to be found for problems that teachers themselves cannot solve.

Of those stating that conferences about problems were held, 68.5 percent indicated that they dealt with disciplinary cases. The remaining 31.5 percent stated that the conferences dealt with all types of problems. Of these, 56.3 percent were aided with remedial suggestions.

#### VISITS TO CLASSROOMS

Reports about classroom visits are shown in Table VIII. One sees that 6.6 percent of the new teachers were so visited within the first year by an

TABLE VIII

PERCENT OF TEACHERS VISITED DURING THEIR  
FIRST YEAR IN SCHOOLS INCLUDED  
IN THIS SURVEY

Degrees Held by Teachers	Visited	Not Visited
M.A.	51.3	48.7
B.A.	73.5	26.5
Total	61.6	38.4

administrator: 73.5 percent of the teachers with B.A. degrees and only 51.3 percent with M.A. degrees.

The reactions of seventy-three teachers to classroom visits are shown in Table IX. Forty-one (56 percent) of this number felt that such calls were designed to help them, but forty-eight (65.7 percent) were made un-

as were the seven with M.A. degrees. The same is true for these categories with five or more years of experience. No evidence of a common practice in relation to length of experience was found since some of the new teachers with no previous experience were visited only once while those with eleven years were visited ten times within their first year in their new positions. Those with M.A. degrees reported a similar situation.

TABLE IX  
TEACHER ATTITUDES TOWARD CLASSROOM  
VISITS AS EXPRESSED BY SEVENTY-  
THREE TEACHERS

Attitudes	Yes	No
Helpful	41	32
Percent	56	44
Embarrassing	48	25
Percent	65.7	34.3

easy or were embarrassed by them. The divided opinions revealed in Table IX may indicate that supervising visits are not thoroughly understood by either the teacher or the visiting administrator.

The relation of classroom visits to years of teaching experience is shown in Table X. On the average, the eighteen inexperienced teachers with B.A. degrees were visited twice as frequently

THE TEACHER AND THE PROFESSION-  
AL AND SERVICE ORGANIZATIONS

Although 98.6 percent of the new teachers were invited to join professional organizations such as the National Education Association and the Illinois Education Association, only 20.5 percent were invited to join a service organization, such as Rotary, Kiwanis, Lions, or others. It seems logical that information about the service organizations should be included in a program of new-teacher orientation because of the opportunities that they provide to meet people in the locality. Such information can be of great help during the adjustment period for new teachers.

TABLE X  
RELATION BETWEEN YEARS OF EXPERIENCE AND NUMBER OF CLASSROOM VISITS PER YEAR  
REPORTED BY SEVENTY-THREE TEACHERS INCLUDED IN THIS SURVEY

Previous Experience	Degrees Held	Years of Experience								Visits per Year			
		Total		Average		Percent No Experience		Total		Average			
		B.A.	M.A.	B.A.	M.A.	B.A.	M.A.	B.A.	M.A.	B.A.	M.A.	B.A.	M.A.
One year or less	18 7	8.5	2.0	0.47	0.3	53.0	18.0	50	9	2.8	1.3		
One to five years	10 11	30.5	32.5	3.0	3.0	0.0	0.0	29	31	2.9	2.8		
Five or more years	6 21	90	293.0	15.0	14.0	0.0	0.0	16	28	2.7	1.3		



## INFORMATION FROM SUPERINTENDENTS IN TWENTY-TWO HIGH SCHOOLS

A letter was also sent to superintendents in twenty-two of the twenty-three schools involved in this survey though at a later date than to the teachers. A request for handbooks or printed material that pertained to orientation was enclosed. Replies were received from twenty, or 90 percent. Table XI gives a summary of the results.

Some of the superintendents gave what appeared to be hasty descriptions of their orientation programs. Some were in outline form and, in some cases, very confusing. One began by stating, "This is about what we do—." Three indicated that a workshop was held for teachers. The plans for these workshops centered on the idea of "Acquainting the newcomer with an older faculty member who was to show them the 'ropes.'" Also faculty picnics or dinners were features of the "workshops." Three superintendents stated that they had handbooks for new teachers but for one reason or another sent none to the writer.

TABLE XI

INFORMATION RECEIVED FROM SUPERINTENDENTS  
ABOUT ORIENTATION PROGRAMS  
IN THEIR SCHOOLS

Types of Response Received to Inquiry	Num- ber Reply- ing	Per- cent
Submitted handbooks and printed materials for new teachers	5	22.7
"No printed material or formal orientation for new teachers"	12	54.6
"Have handbooks" but none sent	3	13.6
No reply	2	9.1
Total	22	100.0

Twelve of the respondents admitted that no programs were in effect that pertained strictly to new teachers.

Two superintendents expressed interest in an orientation program.

Topics common to the five handbooks that the writer received are indicated in Table XII.

TABLE XII

FREQUENCY WITH WHICH FIVE HANDBOOKS  
FOR TEACHERS INCLUDED CERTAIN  
TYPES OF INFORMATION

Topics	Handbooks
Educational philosophy	2
Policies	4
School organization	2
Classroom procedures	4
Supervisory visits	2
Problem solving	4
Routine procedures:	
Grade books	4
Records	3
Attendance reports	5
Fire drill	4
Time school day starts	5

Here one finds that only two items, "Attendance reports" and "Time school day starts" are listed in all five handbooks, and three others, "Educational philosophy," "School organization," and "Supervisory visits," occur only twice. The remainder, with the exception of "Records," are listed four times.

Perhaps a general plan of orientation can begin with material for distribution among new and beginning teachers. To a degree, everyone—trained or untrained—can teach. Those trained, however, should be able to teach better. With proper guidance many of the problems leading to teacher failure among the latter can be eliminated. Effective induction of teachers new to their present positions is aimed at that objective.

## SUMMARY AND CONCLUSIONS

In a limited survey of this kind care must be taken in making generalizations, since conditions prevailing in one locality may not exist in another. By and large, however, the findings of this survey may be summarized as follows:

1. Less than half of the schools involved in the study conduct any special orientation for new teachers.
2. Teachers were made familiar with the general routine of the school.
3. Only about three-fourths of the teachers were informed about the educational philosophies and policies of their respective schools.
4. A better understanding of school organization is needed.
5. Teachers are not versed in the procedures to follow in solving problems.
6. Discussions of classroom problems, both real and apparent, are not commonly held.
7. Teachers are not getting the help they desire.

## GENERAL CONCLUSIONS

1. It would seem that the superintendent or other administrator would be relieved of a number of problems, both significant and insignificant, if a rather comprehensive orientation program were held for new teachers.
2. Philosophical principles and policies of education should not escape the new teacher. Good philosophy and sound policy are necessary in adjustment to healthful teacher attitudes.
3. If teachers had a better understanding of school organization the efforts of the administrator and his line and staff officers toward a more efficient organization would be facilitated.

At best the reports concerning orientation programs for new teachers are not too favorable from the viewpoint of either the new teacher or the administrator. It seems that the administration could promote an internship which would lead teaching a step upward on the professional ladder. In some instances the failure of a new teacher may be laid to inadequate induction into the system which employs him.

Administrators have the obligation to retain emotionally adjusted teachers for long periods of time. They are obligated to interest teachers in school problems and, together, participate in arriving at solutions; in short, to increase efficiency in instruction and promote interest in professional growth. They must accept the issue that personnel will work with, but not for, the employer. That administrators generally have not made their goals easier to reach by a period of internship for new personnel is the conclusion arrived at in this limited survey.

Teacher training during the past fifteen years has greatly improved. Whether administration and supervision has kept pace may be questionable.

Problem solving, whether in the field of education, law, physics, chemistry, medicine, or astronomy, never ceases. It is the purpose of education to overcome obstacle after obstacle by profiting from past experiences and evaluating current and future problems. It is to this end that administration seeks means of solving school problems, but the teaching personnel must know what the administrator seeks. Teachers can know only by being informed through definite programs of orientation.

In this survey we have seen that new teachers desire a preinduction period in which they can become famil-

iar with the complexity of their problems and with means necessary to their solution. It is, therefore, an advantage to both administrator and teacher to come together in a friendly discussion of situations rather than to have the relationship strained later by insignificant details. The administrator can build for better protection of his school, as a whole, through an orientation and guidance program that informs the new personnel how to use the tools at hand. Training in handling such tools should be given before it is necessary to use them. It is believed that a pre-school induction period can do much to accomplish this end.

#### SUGGESTIONS FOR PROGRAMMING THE ORIENTATION PERIOD

The size of a school system is a determining factor in inaugurating an orientation program. It is not the primary purpose of this paper to propose or recommend a particular type of program. However, the writer presents below an outline from which the administrator may easily devise an effective program of his own.

The outline is given only as a suggested outline for an orientation program. Many additional items could be included, such as school publications, school cafeteria, reports of accidents, home study, tutoring, outside work, adult education, the junior

SUGGESTED OUTLINE FOR AN ORIENTATION PROGRAM

Meeting	Purpose	Items to be covered	Person in charge
I	To give information about school financing	Tax levies, budgets, retirement	Superintendent
II	To give aid in shopping for living quarters	Visiting the quarters	Committee on housing
III	To discuss routine matters	School business, time schedules, supplies, hall passes	Staff and office personnel
IV	To outline aids to instruction	Visitation, grading system, discipline, testing program, visual aids, content of the curriculum, departmental organization	Supervisor of instruction, principal, department heads
V	To discuss child welfare	Functions and duties of: attendance officer, visiting teacher, adjustment program, health program, student activities	Attendance officer, home visiting teacher, adjustment officer, school nurse, dean of boys, dean of girls
VI	To aid teachers in adjustment	Teacher adjustment to: administration, pupils, board, school program, public, study and work habits	Superintendent
VII	To review the respective departments	Scope of departments	Department heads
VIII	To give opportunity for clarification of details	General discussion	Superintendent



college, professional organizations, school calendar, transportation, recreational opportunities, safety education, P.T.A. work, items on school law, maintenance personnel, and others that deal with school and community.

One or two weeks of introduction into the school system does not mean an end to the orientation and guidance program. Training, given by the administrator to teachers while in service, must aim at persistent, continuous, and gradual growth. Moreover, well planned in-service procedures will improve the academic standards of the school.

To insure the success of an orienta-

tion period of one to two weeks it is here suggested that all connected with it, both directors and teachers, be put on the pay-roll. It is believed that teachers, as a group, are more diligent and conscientious about their work than any other group and that any honorable means to gain their confidence and unqualified support will benefit their school, their community, and their employer. Therefore, if teachers new to the system are invited, or required, to report for orientation before the regular opening of the school year, they should be paid for so doing.

## PUBLICATIONS OF THE NORTH CENTRAL ASSOCIATION

Unless otherwise indicated, address communications to the Secretary, North Central Association of Colleges and Secondary Schools, Charles W. Boardman, College of Education, University of Minnesota, Minneapolis.

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    8. Better Colleges, Better Teachers—Macmillan Company, 60 Fifth Avenue, New York 11, New York.
  - D. Syllabus—*Functional Health Training*, by LYNDA M. WEBER. Published and distributed by Ginn and Company, Chicago.
- III. Publications of the Commission on Secondary Schools, Distributed free to members of the Commission and member schools
  - A. *Policies, Regulations, and Criteria for the Approved of Secondary Schools*
  - B. *Handbook for State Chairmen and Reviewing Committees*
- IV. Publications of the Commission on Colleges and Universities. Available from the Office of the Secretary, Commission on Colleges and Universities, North Central Association, 5835 Kimbark Avenue, Chicago 37, Illinois.
  - A. *Revised Manual of Accrediting* \$2.00 (unbound)
  - B. *Home Economics in Liberal Arts Colleges*, by CLARA M. BROWN. Published 1943, under joint sponsorship with the American Home Economics Association. \$1.00
  - C. Reprints from the NORTH CENTRAL ASSOCIATION QUARTERLY and other pamphlets available in limited numbers, free of charge.
    1. "Statement of Policy Relative to the Accrediting of Higher Institutions, Operation of the Accrediting Procedure," July 1, 1941



2. Annual list of institutions of higher education accredited by the Commission on Colleges and Universities
  3. "Principles of Freedom in Teaching and Research," An extract from *The Evaluation of Higher Institutions*, Vol. II. *The Faculty*
  4. "Report of the Committee on Physical Education and Athletics," June, 1933
  5. "Conditions Surrounding the Offering of the Master's Degree," by E. B. STOFFER, October, 1937
  6. "Professional Education in Physical Education," by D. OBERTEUFFER, April, 1940
  7. "Survey of Music Education in the North Central Association," by ALBERT REIMEN-SCHNEIDER, October, 1941
  8. "The Offerings and Facilities in the Natural Sciences in the Liberal Arts Colleges," by ANTON J. CARLSON, October, 1943
  9. "Report of the Committee on Postwar Education," April, 1946
  10. "Faculty Status in Member Colleges and Universities of the North Central Association of Colleges and Secondary Schools, 1945-46," by JOHN H. RUSSEL and NORMAN BURNS, April, 1948
  11. "Know Your North Central Association," April, 1951
  12. "Revised Athletic Policy," April, 1952
- V. Publications jointly sponsored by the North Central Association and other educational organizations or agencies
- A. *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Published in 1944, in cooperation with the American Council on Education and eighteen other accrediting and standardizing educational associations. Order from the American Council on Education, 1785 Massachusetts Avenue, Washington 6, D. C. \$5.00.
  - B. Publications of Cooperative Study of Secondary School Standards. Available from 1785 Massachusetts Avenue, Washington 6, D. C.
    1. *How to Evaluate a Secondary School* (1940 Edition), paper, \$1.10
    2. *Evaluative Criteria* (1950 Edition), paper \$2.50; set of separate sections \$2.50 each
    3. *Educational Temperatures* (1940 Edition), \$1.25
- VI. *A History of the North Central Association*, by CALVIN O. DAVIS, 1945. Pp. xvii+286, \$2.00 plus postage.